DEVELOPMENT OF AN EXPERIENTIAL LEARNING MODEL FOR ENHANCING SOCIAL SKILLS OF PRIMARY SCHOOL STUDENTS

WU MEI

Graduate School Srinakharinwirot University

2024

การพัฒนารูปแบบการเรียนรู้จากประสบการณ์เพื่อเสริมสร้างทักษะทางสังคมของนักเรียนระดับประถมศึกษา

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ปริญญานิพนธ์นี้เป็นส่วนหนึ่งของการศึกษาตามหลักสูตร
การศึกษาดุษฎีบัณฑิต สาขาวิชาจิตวิทยาการศึกษาและการแนะแนว
คณะศึกษาศาสตร์ มหาวิทยาลัยศรีนครินทรวิโรฒ
ปีการศึกษา 2567

DEVELOPMENT OF AN EXPERIENTIAL LEARNING MODEL FOR ENHANCING SOCIAL SKILLS OF PRIMARY SCHOOL STUDENTS

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A Dissertation Submitted in Partial Fulfillment of the Requirements

for the Degree of DOCTOR OF EDUCATION

(Ed.D. (Educational Psychology and Guidance))

Faculty of Education, Srinakharinwirot University

2024

THE DISSERTATION TITLED

DEVELOPMENT OF AN EXPERIENTIAL LEARNING MODEL FOR ENHANCING SOCIAL SKILLS OF PRIMARY SCHOOL STUDENTS

BY

WU MEI

HAS BEEN APPROVED BY THE GRADUATE SCHOOL IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DOCTOR OF EDUCATION IN ED.D. (EDUCATIONAL PSYCHOLOGY AND GUIDANCE) AT SRINAKHARINWIROT UNIVERSITY

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Title	DEVELOPMENT OF AN EXPERIENTIAL LEARNING MODEL FOR ENHANCING SOCIAL SKILLS OF PRIMARY SCHOOL STUDENTS
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Degree	DOCTOR OF EDUCATION
Academic Year	2024
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This study aimed: (1) to examine the definition and components of social skills among primary school students; (2) to develop an experiential learning model to enhance these skills; and (3) to evaluate its effectiveness. Ninety-two fourth-grade students from a public primary school in Wuhan, China, were randomly assigned to experimental (n = 46) and control (n = 46) groups. The study used a revised SSIS-RS (Student Form) and a 12-lesson experiential model based on Kolb's theory. Each 45-minute lesson was delivered in regular classrooms. Data were analyzed using descriptive statistics as well as GLM repeated measures ANOVA. Results showed that: (1) social skills comprised five components—cooperation, assertion, responsibility, empathy, and self-control; (2) the model followed three phases: lead-in, learning activity process, and conclusion; and (3) it significantly improved students' skills. Specifically, (3.1) post- and follow-up scores rose above pre-test scores ($p < .05$), and (3.2) the experimental group outperformed the control group ($p < .05$).

Keyword : social skills, experiential learning, primary school students, Kolb's experiential learning theory

ACKNOWLEDGEMENTS

As I complete this academic journey, I would like to express my heartfelt gratitude to all those who have supported me throughout the process of writing this dissertation.

First and foremost, I am especially thankful to my advisor, Associate Professor Dr. Pasana Chularut, for her clear guidance, unwavering patience, and continued encouragement throughout every stage of this research. Her insightful direction and inspiring suggestions helped me stay focused and move forward with confidence.

I would also like to sincerely thank my co-advisor, Dr. Paradee Kambhu Na Ayudhaya, whose constructive comments and detailed feedback greatly enhanced the depth and clarity of this study.

My special thanks go to the experts who participated in the interviews, as well as the teachers and students who took part in the implementation phase. Your support and involvement made this research possible.

I am also grateful to my classmates and peers for their encouragement and companionship throughout this journey.

This dissertation is not only the result of my personal efforts, but also a reflection of the generous support and contributions of many others. I will always cherish this experience and look forward to applying what I have learned in my future educational endeavors.

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CHAPTER 1
INTRODUCTION

1.1 Background

In today's rapidly changing society, the development of social skills has become increasingly important for primary school students. As China undergoes profound social and economic transformation, the ability to manage interpersonal relationships and navigate complex social situations is a key competency that children need to develop early on. The Chinese Ministry of Education emphasizes the cultivation of students' moral character, social responsibility, and emotional well-being. According to the Guidelines for Moral Education in Primary and Secondary Schools (Ministry of Education of the People's Republic of China, 2017), schools are required to integrate moral education into daily instruction, strengthen emotional development, and promote core social values such as cooperation, empathy, and self-discipline.

In actual teaching practice, many upper-grade primary school students exhibit noticeable deficiencies in key social skills. They often struggle with peer collaboration, appropriate self-expression, assuming responsibility, demonstrating empathy, and regulating emotions in social situations. These challenges hinder their ability to build and maintain positive peer relationships, frequently leading to misunderstandings, interpersonal conflicts, or even social withdrawal. Over time, such difficulties may negatively affect classroom dynamics, reduce opportunities for cooperative learning, and increase feelings of isolation or frustration among students. Consequently, their sense of belonging and engagement in school life can be significantly diminished, potentially impacting not only their social development but also their overall academic motivation and psychological well-being. This highlights the urgent need for structured and developmentally appropriate interventions that explicitly address the cultivation of social skills within the primary education context.

Although national policies emphasize the importance of fostering students' social skills and call for their integration into classroom instruction, practical implementation remains limited. Many schools lack structured and actionable

instructional frameworks. Teachers frequently face challenges such as insufficient training, limited resources, and a lack of professional support, all of which hinder the effective delivery of social skills

education (Durlak et al., 2011). Current interventions aimed at enhancing social skills among primary school students typically involve direct instruction, cognitive-behavioral approaches, cooperative learning, and gamified activities (Sklad et al., 2012). While these strategies yield short-term benefits, they often lack well-structured and sustainable designs, making them difficult to embed consistently in daily classroom practice (Durlak et al., 2011; Jones et al., 2017). In China, empirical research and large-scale implementation in this area remain limited. There is no widely accepted framework for defining social skills in the context of primary education, and observable behavioral indicators vary considerably across studies (Humphrey et al., 2011). Moreover, many existing interventions are direct adaptations of Western models, which may not fully align with local cultural norms, classroom dynamics, or developmental characteristics of Chinese students (Lau & Wu, 2012). In light of these challenges, there is a pressing need for systematic research to clarify the core components of social skills in primary school students, develop culturally responsive instructional models, and evaluate their effectiveness through empirical investigation.

Social skills have been conceptualized in various ways. Combs and Slaby (1977) defined them as the ability to interact in socially acceptable and mutually beneficial ways within specific contexts. Merrell and Gimpel (2014) described them as observable behaviors enabling individuals to function appropriately in social situations. Scholars have also proposed different theoretical models. Spence (2003) classified social skills into three levels: social performance, social competence, and social adjustment. Riggio (1986) developed the Social Skills Inventory, identifying six dimensions that link emotional and social functioning. Caldarella and Merrell (1997) proposed five school-related domains: peer relations, self-management, academic behavior, compliance, and assertion. While these models differ in structure, they share common ground: effective communication, self-regulation, empathy, and problem-

solving are fundamental. Based on this synthesis, the present study adopts Gresham and Elliott's (2008) five-component framework: cooperation, assertion, responsibility, empathy, and self-control, due to its clarity, practicality, and applicability in primary education.

With growing emphasis on learner-centered education, experiential learning has gained increasing recognition as an effective approach for promoting students' social and emotional development. This method highlights the importance of learning through direct experience, guided reflection, and practical application, enabling students to construct meaning and internalize appropriate behaviors in authentic social situations. In contrast to passive reception of knowledge, experiential learning fosters active engagement and personal growth, which are particularly essential for the development of social skills during the primary school years. Among various theoretical foundations, Kolb's experiential learning theory (1984) has provided a widely accepted framework that emphasizes a cyclical process of concrete experience, reflective observation, abstract conceptualization, and active experimentation. This theory supports the idea that social competence is best developed when learners are provided with opportunities to act, reflect, and adapt in real-life settings. As such, experiential learning offers a developmentally appropriate and pedagogically sound approach for embedding social skill instruction into everyday classroom contexts.

This study is grounded in Kolb's experiential learning theory (1984) and focuses on the design and evaluation of an experiential learning model. The model targets fourth-grade students in a primary school in Hubei Province, China, and focuses on the development of five key social skills: cooperation, assertion, responsibility, empathy, and self-control. Through structured lessons involving active participation, reflection, and real-life social application, the model seeks to provide a developmentally appropriate and culturally responsive pathway to improving students' social competence.

1.2 Research Questions

1) What are the definition and components of social skills of primary school students?

2) What are the characteristics of the Experiential Learning model?

3) Does the Experiential Learning model have an effect on the social skills of primary school students?

1.3 Objectives of the Research

1) To study the definition and components of social skills among primary school students.

2) To develop an Experiential Learning model for enhancing social skills in primary school students.

3) To evaluate the effectiveness of the Experiential Learning model in enhancing the social skills of primary school students.

1.4 Contribution to Knowledge

1) This research provides a deeper understanding of the social skill levels of primary school students.

2) The study explores the feasibility and applicability of an Experiential Learning model to enhance students' social skills, contributing to teaching reform.

3) The findings will benefit primary school educators, enabling them to incorporate experiential learning in teaching strategies, thereby improving students' social skills.

1.5 Scope of Research

1.5.1 Identifying population and sample

Phase 1: Studying the definition and components of social skills among primary school students

This phase involved two groups of participants. First, five experts in educational psychology and primary school teaching participated in semi-structured interviews to provide insights into the developmental characteristics of social skills and

practical strategies for classroom-based interventions. Second, 100 fourth-grade students from Wuhan, who shared similar demographic backgrounds with the target population, participated in the pilot testing of a revised social skills assessment tool to examine its clarity, relevance, and initial reliability.

Phase 2: Developing an experiential learning model for enhancing the social skills of primary school students.

The participants in this phase included five experts in education and psychology, who evaluated the content validity of the experiential learning model using the Item-Objective Congruence (IOC) method. In addition, ten fourth-grade students with comparable educational backgrounds were randomly selected from the experimental group to participate in a pilot trial. Their feedback was used to refine the lesson content and instructional design prior to formal implementation.

Phase 3: Evaluating the effectiveness of the experiential learning model in enhancing the social skills of primary school students.

Population:

This study focused on fourth-grade students during the 2024–2025 academic year at Jiangxia District Experimental Primary School in Wuhan, Hubei Province, China. The total population consisted of approximately 250 students across five fourth-grade classes.

Sample:

To evaluate the effectiveness of the experiential learning model, a sample of 92 fourth-grade students was selected from two intact classes (Class 2 and Class 3) at the same school, with 46 students in each class. The two classes were selected through simple random sampling, based on practical feasibility and compatibility with the school's academic schedule. The experimental group received the experiential learning intervention integrated into their music curriculum over a 12-week period, while the control group continued with standard music lessons. The chosen sample size ensured sufficient statistical power to detect meaningful effects (Cohen, 1988).

1.5.2 Variables

Dependent Variable

Social skills

Independent Variable

Experiential Learning Model

1.6 Definition of Terms

1.6.1 Social Skills

In this study, social skills are defined as socially appropriate, learned behaviors that enable primary school students to engage effectively with peers, manage interpersonal situations, and maintain positive social interactions in the classroom and school settings. These skills are regarded as essential for students' overall development, influencing not only their academic performance but also their emotional well-being and social adaptation. The definition adopted in this research emphasizes observable behaviors that can be taught, practiced, and evaluated within a structured educational context. The following five components provide a framework for understanding social skills:

Cooperation refers to the ability of students to engage in collaborative behaviors, such as following rules, sharing resources, participating actively in group tasks, and offering help to peers and teachers. It involves working harmoniously with others to achieve shared goals while maintaining a positive group dynamic.

Assertion refers to students' capacity to express their needs, opinions, and rights clearly and respectfully. It includes initiating social interactions, advocating for oneself appropriately, and demonstrating confidence without infringing on the rights of others.

Responsibility refers to students' ability to fulfill obligations, complete assigned tasks, and take ownership of their actions and decisions. It encompasses reliability, accountability, and awareness of the consequences of one's behavior in academic and social contexts.

Empathy refers to the ability to recognize, understand, and share the feelings and perspectives of others. It includes showing compassion, offering emotional support, and responding sensitively to others in diverse social situations.

Self-control refers to the capacity to regulate one's emotions, impulses, and behaviors in various social settings. This includes managing frustration, staying calm during conflict, applying appropriate coping strategies, and adapting behavior to meet situational expectations.

1.6.2 Experiential Learning Model

In this research, experiential learning refers to a structured instructional model grounded in Kolb's Experiential Learning Theory (1984), aiming to enhance primary school students' social skills through music-integrated and activity-based classroom teaching. The experiential learning cycle—comprising Concrete Experience, Reflective Observation, Abstract Conceptualization, and Active Experimentation—was embedded within each lesson through the following three instructional steps:

Lead-in (Concrete Experience): Each lesson began with a brief lead-in aimed at activating prior knowledge and introducing the learning theme in an engaging, emotionally supportive context. Strategies such as storytelling, open-ended questions, or music were used to create meaningful and relatable initial experiences. This phase aligned with the Concrete Experience stage of Kolb's experiential learning cycle, offering students a relevant starting point for engaging with the lesson's social skill focus.

Learning Activity Process (Reflective Observation & Abstract Conceptualization): The main body of each lesson integrated both Reflective Observation and Abstract Conceptualization stages of Kolb's experiential learning cycle. Through hands-on activities such as role-playing, cooperative games, rhythm-based tasks, and structured group interactions, students were encouraged to observe peer behaviors, reflect on social dynamics, and begin internalizing key social concepts. While engaging in these collaborative tasks, students compared different communication and problem-solving strategies, fostering reflective thinking. Simultaneously, teachers

guided them to abstract underlying principles—such as cooperation, empathy, or self-control—from the observed behaviors, laying the conceptual groundwork for future application.

Conclusion (Active Experimentation): Each lesson concluded with a guided reflection and extension session designed to support the Active Experimentation stage of Kolb's experiential learning cycle. Students were encouraged to apply the social strategies they had explored during the lesson to real-life contexts, either through role-play extensions, action planning, or discussing how they might handle similar situations in future interactions. Through teacher prompts and peer sharing, students were guided to transfer abstract social concepts—such as cooperation, responsibility, or self-control—into actionable intentions, thereby reinforcing their ability to experiment with newly acquired skills beyond the classroom setting.

1.7 Research Hypotheses

Hypothesis 1: In the experimental group, students' social skills after receiving the experiential learning model and after the follow-up period are higher than before the experiment.

Hypothesis 2: In the experimental group, students' social skills after receiving the experiential learning model and after the follow-up period are higher than those of the students in the control group.

1.8 Conceptual Framework

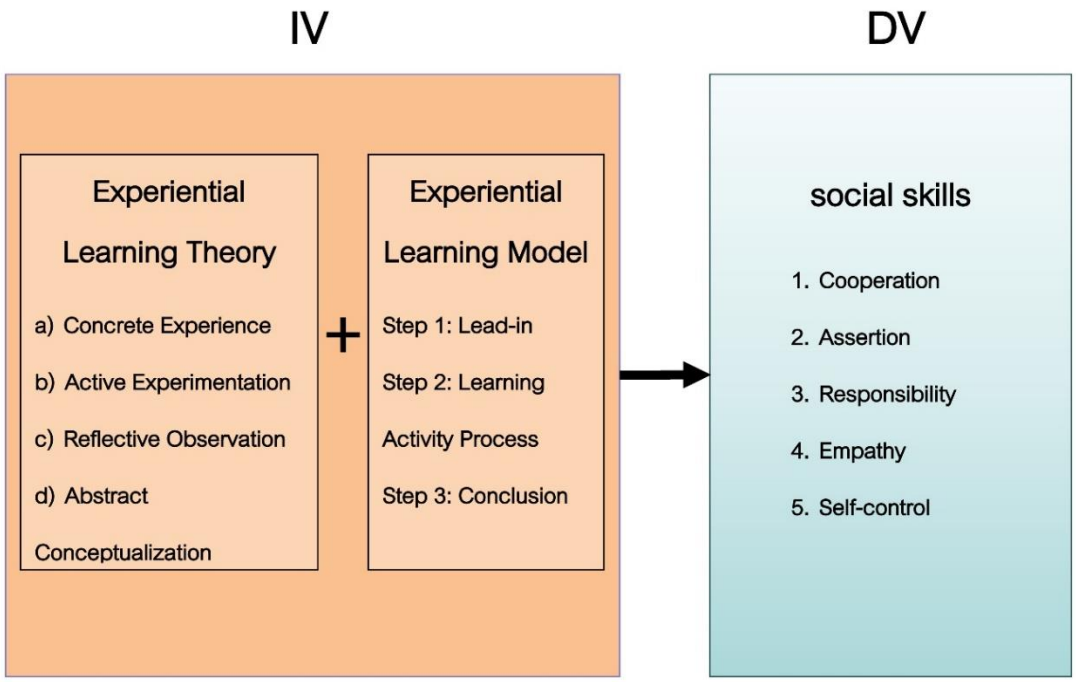

FIGURE 1 Conceptual Framework

This conceptual framework illustrates the relationship between the independent variable (IV) and the dependent variable (DV). The study is grounded in Kolb's Experiential Learning Theory, which includes four key stages: concrete experience, active experimentation, reflective observation, and abstract conceptualization. Based on this, a three-step instructional model was developed: lead-in, learning activity process, and conclusion. This model serves as the intervention aimed at enhancing primary school students' social skills, specifically in five areas: cooperation, assertion, responsibility, empathy, and self-control. The arrows indicate the causal pathway from theory to instructional model to skill development.

CHAPTER 2
LITERATURE REVIEW

The purpose of this literature review is to provide a comprehensive overview of the theoretical and empirical foundations related to social skills, with a particular focus on their significance, development, and promotion among primary school students. It underscores the essential role that social competencies play in children's overall development, academic success, and psychological well-being. Additionally, this review examines key theories, core components, and defining characteristics of social skills. The chapter is organized into thematic sections covering the definition of social skills, theoretical frameworks, core components and characteristics, methods of assessment, intervention strategies, and relevant empirical studies. These sections present the body of literature that informs the development and direction of this research.

2.1 Social Skills

2.1.1 Definition of Social Skills

Social skills are fundamental to children's overall development, equipping them with the ability to navigate social situations, establish healthy interpersonal relationships, and succeed across various life domains. For primary school students, these

competencies are particularly vital for adapting to the school environment and promoting social-emotional growth. Well-developed social skills facilitate positive interactions with peers and teachers, enhance classroom engagement, and enable students to manage complex interpersonal dynamics effectively (Ladd, Herald, & Kochel, 2006). Empirical research further underscores that social skills are positively correlated with academic achievement and long-term well-being (Denham et al., 2009). Children who possess strong social competence tend to perform better academically, form more meaningful and stable relationships, and demonstrate fewer behavioral challenges. Moreover, the incorporation of social-emotional learning (SEL) into educational settings has gained increasing attention in recent years. The development of students' social and emotional competence is widely regarded as a key factor in supporting both behavioral adjustment and long-term academic achievement (Zins et al., 2004). This perspective reinforces a holistic understanding of social skills, highlighting their role in fostering interpersonal communication, emotional regulation, and intrinsic academic motivation.

Given the importance of social skills, it's essential to establish a clear definition for this study. Several prominent researchers have offered perspectives on this concept:

TABLE 1 Different experts' definitions of Social skills

Expert(s)	Definition
Gresham & Elliott (1984)	Social skills are socially acceptable learned behaviors that enable a person to interact with others in ways that elicit positive responses and assist in avoiding negative responses.

Ladd & Mize (1983)	Social skills encompass the ability to organize cognitions and behaviors into an integrated course of action directed toward culturally acceptable social or interpersonal goals.
Merrell & Gimpel (2014)	Social skills are learned, composed of specific behaviors, include initiations and responses, maximize social reinforcement, are interactive and situational, and can be specified as targets for intervention.
Spence (2003)	Social skills are the ability to perform those behaviors that are important in enabling a person to achieve social competence.
Matson & Wilkins (2009)	Social skills are specific, identifiable learned behaviors that result in positive social interactions and encompass both verbal and non-verbal behaviors necessary for effective interpersonal communication.
Gresham & Elliott (1990)	Socially acceptable learned behaviors that enable a person to interact with others in ways that elicit positive responses and assist in avoiding negative responses.
Bellini (2006); Sterzing et al. (2012). Tantam (2000); Welsh et al. (2001)	The ability to interact with others in a given social context in specific ways that are societally acceptable or valued and at the same time personally beneficial, mutually beneficial, or beneficial primarily to others.

However, this research adopts the definition provided by Gresham and Elliott (1990, p. 1), who define social skills as “socially acceptable learned behaviors that enable a person to interact effectively with others and to avoid socially unacceptable responses.” This definition offers a concise, observable, and measurable framework, particularly suited for evaluating social skills in primary school contexts. It emphasizes overt behavior and its social consequences, aligning with the practical and assessment-oriented focus of this study. While alternative definitions offer valuable insights, the

Gresham and Elliott model provides the most operationally effective foundation for our purposes.

2.1.2 Components of Social Skills

Social skills are widely recognized as multidimensional constructs that contribute to an individual's overall social competence. Various scholars have proposed different frameworks to conceptualize social skills, reflecting the complexity and breadth of this domain. While the specific dimensions differ, most models emphasize critical abilities such as communication, emotional regulation, interpersonal interaction, and problem-solving.

Among the most influential frameworks, Gresham and Elliott (2008) identified five key components of social skills: cooperation, assertion, responsibility, empathy, and self-control. These dimensions focus on observable and teachable behaviors that enable individuals, particularly students, to interact effectively in social contexts. Due to its developmental relevance, applicability in educational settings, and empirical measurability, this model is widely adopted in school-based research and interventions. Consequently, it forms the theoretical basis for this study.

In addition to Gresham's model, other conceptualizations provide valuable perspectives that complement and enrich our understanding of social skills. Caldarella and Merrell (1997), through a meta-analysis, proposed five dimensions: peer relations, self-management, academic-related behavior, compliance, and assertion. Their model emphasizes behavioral competencies observable in classroom settings. Matson and Wilkins (2009) categorized social skills into communication, interpersonal interaction, problem-solving, and conflict resolution, highlighting the functional nature of social behavior in real-life situations. Spence (2003) offered a broader model of social competence that includes not only social skills but also social performance and adjustment, focusing on the outcomes of social behavior. Walker et al. (1995) divided social competence into five domains: self-related, task-related, interpersonal, environmental, and self-management behaviors. Furthermore, Riggio (1986) developed

the Social Skills Inventory (SSI), measuring seven dimensions related to both emotional and social expressivity, sensitivity, and control.

Despite the diversity of these frameworks, there is a broad consensus on the importance of specific core skills—such as cooperation, emotional regulation, interpersonal communication, and responsible behavior—in shaping effective social functioning. These shared components provide a solid foundation for evaluating and improving students' social skills within educational contexts.

Building on this foundation, the present study adopts the five-component model proposed by Gresham and Elliott (2008) as the analytical framework. Each dimension is defined as follows:

Cooperation refers to students' ability to engage in group-oriented behaviors, such as following rules, sharing materials, helping peers, and contributing to group tasks. It supports positive group dynamics and collaborative success.

Assertion refers to the ability to express personal needs, opinions, and rights clearly and respectfully. This includes initiating conversations, standing up for oneself, and participating actively in social interactions.

Responsibility refers to a student's reliability in completing tasks, fulfilling obligations, and understanding the consequences of their actions. It emphasizes accountability in both academic and interpersonal settings.

Empathy refers to the capacity to understand and respond to others' emotions. It involves recognizing feelings, showing concern, and providing emotional support in diverse social situations.

Self-control refers to the regulation of emotions and behaviors, especially in challenging contexts. This includes managing anger, delaying gratification, and adapting behavior to meet social expectations.

2.1.3 Characteristics of Social Skills

Social skills possess several defining characteristics that distinguish them from other domains of human behavior and highlight the complex, nuanced nature of social competence. This section focuses on Gresham and Elliott's (1990) influential

framework, which conceptualizes social skills as multidimensional and identifies three core characteristics: goal-directedness, interrelatedness, and situational specificity. While other scholars have contributed valuable insights (e.g., McFall, 1982; Combs & Slaby, 1977; Bellack, 1979; Hargie, Saunders, & Dickson, 1994), this model offers a comprehensive and widely adopted foundation for understanding social skill development.

First, social skills are goal-directed—intentionally performed to achieve specific interpersonal outcomes. These outcomes may include initiating or maintaining friendships, resolving conflicts, expressing emotions appropriately, or seeking assistance. Merrell and Gimpel (2014) observed that children with well-developed social skills demonstrate greater ability to identify social goals and implement effective strategies to accomplish them.

Second, social skills are interrelated, forming an integrated system of interdependent competencies. For example, effective communication, including active listening and assertive self-expression, is closely linked with conflict resolution and emotional regulation. Caldarella and Merrell (1997) emphasized that social skills should be developed holistically, as deficiencies in one area may impair performance in others and disrupt overall social functioning.

Third, social skills are situationally specific. The appropriateness and effectiveness of a behavior depend on the social context in which it occurs. Topping, Bremner, and Holmes (2000) noted that a behavior considered appropriate in one setting may be counterproductive in another. For instance, the skills required for navigating informal peer interactions during recess differ from those needed for participating in structured classroom discussions. Ladd and Mize (1983) found that socially competent children exhibit greater behavioral adaptability across varied contexts.

In addition to these core characteristics, research highlights the learned nature of social skills. Ladd and Mize (1983) underscored the role of learning mechanisms such as observation, modeling, reinforcement, and direct instruction in the

acquisition and refinement of social behaviors. This reinforces the potential of school-based interventions to foster social competence.

Moreover, social skills are shaped by cultural and contextual norms. Chen and French (2008) pointed out that definitions and expressions of socially appropriate behavior vary significantly across cultural groups. What is considered acceptable or effective in one society may not align with the expectations of another, emphasizing the need for culturally sensitive approaches in both assessment and instruction.

In summary, Gresham and Elliott's (1990) model—highlighting that social skills are goal-directed, interrelated, and situationally specific—provides a valuable lens for understanding their function and development. These core traits, along with the recognition that social skills are learned and culturally influenced, underscore the importance of contextually grounded, comprehensive strategies for promoting social competence among primary school students.

2.1.4 Measurement of Social Skills

Accurate assessment of social skills is essential for identifying students' strengths and weaknesses, designing appropriate interventions, and evaluating the effectiveness of training programs. Researchers have developed multiple techniques to assess social competencies in real-world educational contexts, particularly for primary school children.

One widely used method is behavioral observation. Gresham, Sugai, and Horner (2001) note that this technique involves the systematic observation and recording of children's social behaviors in naturalistic environments such as classrooms or playgrounds. Ostrov and Keating (2004) also emphasize the importance of observing children in varied contexts to gain a holistic understanding of their social functioning. Behavioral observations provide valuable context-specific insights but can be time-intensive and susceptible to observer bias (Merrell, 2001).

Rating scales are another common approach. These tools typically require teachers, parents, or children to rate the frequency or quality of specific social behaviors. Notable examples include the Social Skills Rating System (SSRS; Gresham,

Elliott, Vance, & Cook, 2011) and the Social Skills Improvement System (SSIS; Elliott, Gresham, Frank, & Beddow III, 2008). Teacher-reported scales have proven effective in identifying social deficits and tracking progress over time (Warnes, Sheridan, Geske, & Warnes, 2005). According to Chen and French (2008), rating scales offer standardized, efficient insights across informants but may still reflect subjective bias and fail to capture the nuance of live social interactions.

Sociometric techniques are also widely used, particularly for evaluating peer relationships and social status. Methods include peer nominations (e.g., "Who are your best friends?") and peer ratings, both of which assess how children are perceived within their social group (Cillessen, Bukowski, & Haselager, 2000). These approaches offer valuable insight into children's social standing (Ladd, 2005) and classroom dynamics (Asher & McDonald, 2009), though their context-specific nature may limit generalizability.

In addition, interviews and self-report measures are used to gather qualitative and introspective data. Structured or semi-structured interviews with children, parents, or teachers can reveal perceptions of social behavior and challenges (Merrell & Tymms, 2001). Ladd and Profilet (1996) demonstrated that teacher interviews are effective for identifying peer relationship issues. Self-report tools such as the Social Skills Inventory (Riggio & Friedman, 1986) and the Matson Evaluation of Social Skills with Youngsters (Matson, Rotatori, & Helsel, 1983) ask children to evaluate their own social skills. While these tools provide valuable subjective perspectives, they may be influenced by social desirability bias and may not reflect actual behavior (Cillessen & Bukowski, 2000).

When selecting assessment instruments, it is critical to consider their psychometric properties. Gresham, Elliott, Vance, and Cook (2011) emphasize that both reliability—reflected in consistency across time, raters, and settings—and validity, which refers to the accuracy of measuring the intended construct, are fundamental. Normative data help facilitate effective comparisons between individual children and their peers. Crowe, Beauchamp, Catroppa, and Anderson (2011) also highlight the importance of

using tools that are both age-appropriate and psychometrically robust in assessing social functioning among children and adolescents.

A multi-method, multi-informant approach is strongly recommended (Gresham, 2002). By integrating behavioral observations, rating scales, sociometric data, interviews, and self-reports from teachers, parents, peers, and the children themselves, researchers can triangulate data and develop a more complete understanding of a child's social abilities. Renk and Phares (2004) highlight that combining different perspectives mitigates individual method limitations and captures broader behavioral patterns.

In summary, various methods are available for measuring social skills in primary school children, including behavioral observations, rating scales, sociometric techniques, interviews, and self-reports. Each method has its own strengths and limitations, and using a multi-method, multi-informant approach provides a more comprehensive understanding. In line with this recommendation, the present study employed the student version of the Social Skills Improvement System Rating Scales (SSIS-RS) and a semi-structured classroom observation framework to assess students' social skills development before and after the intervention.

2.1.5 Strategies to Promote Social Skills

Given the importance of social skills for children's overall development and well-being, a range of strategies has been implemented to promote social competencies among primary school students. These strategies encompass both structured interventions, such as direct instruction, and more naturalistic, context-based approaches.

Numerous empirical studies have examined effective methods for enhancing social skills in primary school settings. For example, Beelmann et al. (2006) implemented a social skills training program that integrated direct instruction, modeling, and role-playing for aggressive-rejected children, resulting in improved social behavior and reduced aggression. Similarly, Webster-Stratton and Hammond (1997) used a video modeling intervention with students exhibiting disruptive behaviors and reported positive

gains in social competence and reductions in behavioral issues. Kärnä et al. (2011) adopted a multi-component approach that included teacher training, peer support, and individualized interventions for children with social skill deficits, demonstrating significant improvements in both social behaviors and peer acceptance.

Experiential learning, which forms the core of this study, has also shown considerable promise in fostering the development of social skills, particularly by engaging students in authentic, reflective, and participatory activities (Kolb, 1984; Zins et al., 2004). Experiential learning models such as Cooperative Project-Based Learning (CPBL) and Social and Emotional Learning (SEL) programs have been found to significantly enhance students' interpersonal and emotional competencies (Durlak et al., 2011). CPBL combines cooperative and project-based learning to create an engaging educational environment that improves literacy, social-emotional development, and empathy, particularly among female students (Llorent et al., 2022). SEL programs, widely implemented in school systems, have consistently demonstrated improvements in social and emotional skills, attitudes, behavior, and academic performance (Durlak et al., 2011).

Additional strategies that have been widely employed include:

Direct Instruction: Explicitly teaching social behaviors through structured lessons and evidence-based curricula such as the Second Step program (Committee for Children, 2023).

Modeling: Based on Bandura's (1977) social learning theory, this strategy involves demonstrating appropriate social behaviors for children to observe and imitate.

Role-Playing: Providing students with a safe and structured environment to rehearse real-life social interactions.

Naturalistic Interventions: Leveraging everyday social opportunities to encourage practice and generalization of social skills.

Peer-Mediated Interventions: Utilizing socially competent peers as role models and mentors (Ladd & Mize, 1983).

Technology-Based Interventions: Using interactive digital tools and applications to provide engaging platforms for social skills practice (Beaumont & Sofronoff, 2008).

In addition to skills-based interventions such as modeling and role-playing, values-oriented approaches like character education also contribute meaningfully to the development of social competencies. According to Lickona (1992), responsibility is a core element of moral character and should be intentionally nurtured through educational practices that emphasize respect, accountability, and civic duty. Integrating character education principles into social skills training allows students to understand responsibility not only as a behavioral expectation but also as a moral obligation, helping students better internalize and remember what they learn.

In this study, experiential learning serves as the primary intervention strategy. A structured four-week program was developed, incorporating cooperative tasks, role-playing activities, and real-world problem-solving scenarios. Students worked in small groups to practice effective communication, perspective-taking, and conflict resolution. The program emphasized active engagement, reflection, and authentic application, aiming to deepen students' social competence through iterative experiential learning cycles. This multifaceted strategy fosters the cultivation of well-rounded and context-responsive social behaviors among primary school students.

2.1.6 Social Skills Research

Blatchford et al. (2007) conducted a large-scale intervention to evaluate the impact of structured group work on students' social behavior. The study involved 980 students aged 6 to 7 across 12 schools in the UK. Using the Social Skills Rating System (SSRS) and classroom observations, the researchers reported that students in the intervention group showed significantly higher scores in cooperation, assertion, and self-control compared to the control group. Notably, improvements in pupil-pupil interaction were quantified with a 16% increase in collaborative behaviors, and teacher-pupil interaction quality also improved markedly.

Schonert-Reichl et al. (2010) examined the effects of the Roots of Empathy (ROE) program on the social-emotional development of school-aged children. The quasi-experimental study involved 585 students from 28 classrooms in British Columbia. Empathy was measured using the Griffith Empathy Measure and teacher behavior reports. After a 27-week intervention, students in the ROE group demonstrated a significant increase in empathy scores ($p < .01$) and a reduction in aggressive behavior incidents by 50% compared to the control group. These results suggest that empathy-focused education can foster prosocial behavior and emotional regulation in elementary school settings.

Durlak et al. (2011) conducted a meta-analysis of 213 school-based social and emotional learning (SEL) programs involving over 270,000 students aged 5 to 18. Among the SEL participants, there was an 11-percentile-point gain in social skills and a 9-percentile-point improvement in academic performance compared to control groups. Additionally, students in SEL programs showed significant reductions in conduct problems and emotional distress. The study underscores the robustness of SEL as a universal framework for enhancing both behavioral and academic outcomes in primary education.

DiPerna et al. (2015) conducted a multisite cluster randomized trial to evaluate the effectiveness of the Social Skills Improvement System Classwide Intervention Program (SSIS-CIP) for primary-grade students. The study included 432 second-grade students across 38 classrooms in the United States. Over a 12-week period, students in the intervention group participated in a structured curriculum targeting ten core social skills, including responsibility, cooperation, and empathy. Using the SSIS Rating Scales completed by teachers, along with classroom observations, the study found that students in the SSIS-CIP group made significantly greater gains in prosocial skills compared to their peers in the control group. Notably, improvements were particularly evident in the responsibility domain, as reflected in behaviors such as task completion, rule-following, and initiative-taking. These findings underscore the value of systematic, classwide interventions in fostering key social

competencies among primary school students, particularly the capacity for responsible behavior in both social and academic contexts.

Kashani and Bayat (2010) investigated the effectiveness of assertiveness training on the self-esteem and assertion skills of 9- to 11-year-old female students in Tehran. The sample included 40 participants randomly assigned to an experimental or control group. The training consisted of eight 45-minute sessions over four weeks. The results revealed that students in the experimental group scored significantly higher on the Gambrill-Richey Assertion Inventory and the Coopersmith Self-Esteem Inventory post-intervention ($p < .001$), with assertion scores increasing by more than 30%. These findings support the use of assertiveness training to strengthen specific social competencies in primary-aged children.

In summary, existing research has laid a solid foundation for understanding the nature, core components, and importance of social skills in children's development. Empirical studies consistently indicate that well-designed interventions—particularly those integrating structured instruction, peer interaction, and reflective practices—can significantly enhance students' social functioning. These findings offer valuable guidance for the development of evidence-based educational models aimed at promoting social competence among primary school students. Building on this body of research, the present study seeks to design and evaluate an experiential learning model that systematically cultivates social skills in primary school students within the classroom context.

2.2 Experiential Learning Model

2.2.1 Definition of Experiential Learning

Experiential learning is a learner-centered educational approach that emphasizes knowledge construction through direct experience and reflective engagement. Rather than acquiring knowledge passively, learners interact with real-world tasks, problems, or environments to actively develop understanding and skills (Illeris, 2016; Kayes & Kayes, 2021; Lewis & Williams, 1994). This process is most commonly represented by Kolb’s (1976, 1984) four-stage experiential learning cycle,

which includes concrete experience, reflective observation, abstract conceptualization, and active experimentation (Kayes & Kayes, 2021; Morris, 2019).

Among these stages, reflection plays a particularly vital role, as it allows learners to transform concrete experiences into meaningful and transferable knowledge (Fowler, 2008; Lewis & Williams, 1994). The depth, structure, and frequency of reflective activities significantly influence learning outcomes.

Experiential learning is also inherently contextual and situated, meaning that knowledge is anchored in specific real-life settings. Learners are often exposed to new, dynamic, or even moderately challenging experiences, which encourage adaptation and promote personal growth (Kolb, 1976; Morris, 2019).

Experiential learning has demonstrated significant benefits in primary education, particularly in enhancing students' social and emotional competencies. For instance, a rapid evidence assessment conducted by University College London found that experiential learning positively impacts children's social skills, oral language development, and school readiness (Ranken, Wyse, Manyukhina, & Bradbury, 2024). These findings underscore the effectiveness of experiential approaches in fostering inclusive, participatory, and engaging learning environments for young learners.

Ultimately, experiential learning bridges the gap between theory and practice, offering learners valuable opportunities to apply acquired knowledge in practical contexts. This approach emphasizes active participation and reflection, helping learners deepen their understanding, reinforce their knowledge, and flexibly apply skills in real-life situations.

2.2.2 Components of Experiential Learning

Experiential learning, as conceptualized by Kolb (1984), is a cyclical process through which learners acquire knowledge by engaging in meaningful experiences and reflecting on them to form abstract concepts that can be applied in future situations. Kolb's model consists of four interrelated stages: Concrete Experience, Reflective Observation, Abstract Conceptualization, and Active Experimentation. Each stage contributes to deep and transferable learning. Drawing from this framework, an

effective experiential learning environment, especially in primary education, should be intentionally designed to integrate the following components:

Concrete Experience refers to direct, hands-on participation in authentic activities. Learners must be actively engaged in real or simulated tasks that are meaningful and contextually relevant (Li et al., 2019; Morris, 2019). For primary students, this could include role-playing, group projects, or classroom-based problem-solving that mirrors real-life social situations. These experiences form the foundation upon which all further learning in the cycle is built.

Reflective Observation involves guiding learners to critically examine and interpret their experiences. This stage encourages students to pause, analyze what occurred, consider different perspectives, and begin forming insights (Fowler, 2008; Yardley et al., 2012). In a social skills context, this could take the form of group discussions or journaling, where learners consider how their behavior affected others and what they learned from peer interactions.

Abstract Conceptualization involves forming general principles and insights through reflection. Learners link their personal experiences to theoretical knowledge or social-emotional concepts, developing a clearer understanding of effective social behavior (Yardley et al., 2012). For instance, they may come to view empathy not just as a feeling, but as a skill demonstrated through attentive listening and supportive responses.

Active Experimentation is the stage where learners apply newly acquired ideas and strategies in real-life situations. This may involve experimenting with new ways of cooperating, expressing themselves, or managing emotions during peer interactions. Through ongoing practice and feedback, students refine their behavior and enhance their social competence in authentic contexts.

In addition to the four stages, several key elements operate throughout the entire experiential learning process, further enhancing its effectiveness. These include:

Authenticity and real-world relevance, which ground learning in meaningful contexts.

Learner agency and autonomy foster intrinsic motivation and personal growth (Regan-Smith, 1998).

A structured yet flexible framework, which provides guidance while allowing learners to explore and reflect at their own pace (Yardley et al., 2012).

Integration of theory and practice, which ensures that abstract ideas are internalized through practical use (Li et al., 2019).

Personal relevance and motivation, which enhance engagement by aligning learning with students' needs and goals.

In conclusion, experiential learning grounded in Kolb's four-stage cycle provides a comprehensive structure for promoting deep, reflective, and socially meaningful learning. By incorporating direct experience, guided reflection, conceptual linkage, and applied experimentation, educators can create powerful learning environments that support the holistic development of primary school students, particularly in the area of social skills.

2.2.3 Characteristics of Experiential Learning

Experiential learning is a learner-centered approach that emphasizes the construction of knowledge through meaningful, direct experiences. In the context of social skill development for primary school students, this approach is particularly effective due to its emphasis on real-world interaction, emotional engagement, and reflective growth. Several defining characteristics make experiential learning a suitable pedagogical method for enhancing cooperation, assertion, responsibility, empathy, and self-control among young learners.

One key characteristic is active participation, where students are directly involved in learning tasks rather than passively receiving information. This hands-on engagement increases attention, motivation, and the internalization of social norms. For example, structured group tasks and peer collaboration create opportunities for students to practice cooperation and assertion in authentic classroom settings (Morris, 2019).

Another essential feature is contextual and authentic learning. Experiential learning often situates students in real or simulated social scenarios, such as role-playing or project-based tasks. These settings make social concepts—like responsibility and empathy—more tangible and relevant, allowing students to apply them in meaningful ways (Radović et al., 2021).

Critical reflection is also a central element. After engaging in experiences, learners are encouraged to reflect on their thoughts, actions, and emotional responses. This process deepens self-awareness and supports the development of self-control and responsible decision-making (Fowler, 2008; Yardley et al., 2012; Schonert-Reichl & Lawlor, 2010). Reflective discussions or journals can help children process social encounters and improve interpersonal understanding.

Furthermore, collaborative learning and social interaction are integral to experiential learning. Group-based activities facilitate communication, perspective-taking, and conflict resolution skills that are essential for effective social functioning (Tomkins & Ulus, 2015). In such environments, students learn to listen actively, express themselves clearly, and resolve differences respectfully while working toward solutions that benefit the entire team.

Finally, experiential learning is inherently learner-centered, allowing students to take ownership of their learning. It values individual experiences and adapts to diverse learning needs, thereby promoting intrinsic motivation and personal relevance, important factors in social-emotional development.

In summary, experiential learning is characterized by active engagement, authenticity, reflection, collaboration, and learner agency. These elements collectively support the development of core social skills and provide a robust foundation for instructional interventions aimed at enhancing students' interpersonal competence.

2.2.4 Typical Learning Models for Experiential Learning

Experiential learning has been conceptualized through various theoretical models that emphasize learning through direct experience, reflection, and application. These models share a common understanding that knowledge is actively constructed

by learners, rather than passively received, and that meaningful learning occurs when learners are engaged in real-life tasks that require both action and reflection. Among these, several models stand out for their influence and applicability in educational contexts.

John Dewey's Reflective Thinking Model (1938) is considered a foundational framework for experiential learning. Dewey emphasized that education should be grounded in experience and that reflection is essential for transforming raw experiences into structured understanding. He promoted learning that is student-centered and problem-based, anchored in real-world situations, an approach that continues to influence experiential education today.

David Kolb's Experiential Learning Model (1984) is perhaps the most widely used and systematically developed framework. Kolb proposed a four-stage learning cycle:

Concrete Experience – active participation in real situations.

Reflective Observation – thoughtful analysis of the experience.

Abstract Conceptualization – formation of general principles or theories.

Active Experimentation – applying new knowledge in future situations.

This cyclical process enables learners to continuously test and refine their understanding, making it particularly well-suited for instructional design in formal education. Kolb's model also addresses individual differences by identifying four corresponding learning styles: diverging, assimilating, converging, and accommodating.

Kurt Lewin's Action Research Model (1951) introduced a cyclical structure comprising planning, action, observation, and reflection. Originally developed to facilitate organizational and group behavior change, this iterative framework has since influenced participatory and collaborative approaches in education. The model emphasizes continuous learning and adaptation through successive cycles aimed at achieving meaningful social change (Lewin, 1951).

Donald Schön's Reflective Practice Model (1983) explores how professionals think both during and after action. He distinguishes between "reflection-in-action" and "reflection-on-action," providing foundational insights for fields such as teacher education and counseling. Schön's work underscores the importance of tacit knowledge, self-awareness, and continuous reflection in professional learning and development.

Each of these models contributes a distinct perspective: Dewey (1938) lays the philosophical foundation, Lewin offers an applied and cyclical structure, Schön (1983) emphasizes reflective professional practice, and Kolb (1984) integrates these elements into a clear, experiential learning cycle with broad classroom applicability. Among these, Kolb's (1984) model stands out for its operational clarity, integration of theory and practice, and suitability for structured interventions targeting both cognitive and social-emotional development, particularly among primary school students.

Accordingly, this study adopts Kolb's Experiential Learning Model (1984) as the theoretical foundation for designing a social skills enhancement program for primary students. Its structured yet flexible framework facilitates the integration of hands-on activities, guided reflection, and conceptual understanding, aligning effectively with the developmental characteristics and learning needs of children.

2.2.5 Research Related to Experiential Learning

AlJurdi and Salloum (2024) conducted a quasi-experimental study to examine the effectiveness of experiential learning in enhancing students' problem-solving and emotional engagement in upper elementary science classrooms. The intervention, grounded in Kolb's experiential learning cycle (1984), involved 198 students from Grades 4 to 6. The experimental group engaged in hands-on, inquiry-based science activities, while the control group followed traditional instruction. Findings showed that the experiential group achieved significantly greater gains in collaborative problem-solving ($p < .05$) and reported more positive emotional affect toward learning ($p < .01$). These results affirm that experiential learning creates socially interactive environments that encourage cooperation, emotional investment, and sustained effort—

skills that align closely with core social competencies such as cooperation, responsibility, and self-control targeted in the present study.

Nurvita (2019) investigated the effectiveness of an experiential learning model in enhancing anger management skills among elementary school students. A core aspect of emotional self-regulation and self-control. The study involved 60 fourth-grade students who participated in eight structured sessions incorporating role-playing, group discussions, and reflective activities. Pre- and post-test assessments using the Anger Management Scale revealed a statistically significant improvement in students' ability to regulate anger ($t = 3.08$, $p < .01$), along with a noticeable decrease in aggressive behaviors as observed by teachers. These findings suggest that experiential learning promotes the development of self-control by engaging students in authentic social interactions and guided reflection, thereby fostering emotional awareness and behavioral regulation.

Khaewphuang (2024) developed and tested an experiential learning management model aimed at enhancing career-related and social skills in primary school students. The study involved 144 students across three schools in Thailand, where students engaged in activities such as real-life simulations, collaborative projects, and reflective journaling. The research employed a one-group pre-test/post-test design and found significant improvements in students' responsibility, collaboration, and decision-making skills. Specifically, the average responsibility score increased from 3.02 to 4.21 on a 5-point Likert scale, showing a substantial gain in students' ability to take initiative and work effectively with peers. These findings directly align with the present study's focus on developing social skills such as responsibility, cooperation, and self-control, reinforcing the value of experiential learning in primary education.

Hemtasin et al. (2025) designed and implemented an experiential learning activity package aimed at enhancing basic Chinese speaking skills among Grade 4 students in Thailand. Grounded in Kolb's experiential learning theory, the program emphasized hands-on engagement, reflection, and iterative practice. The intervention consisted of five structured activities, including self-introductions, expressing personal

preferences, and conversational role-plays in real-life scenarios. Results from a quasi-experimental design involving 214 students showed that the experimental group significantly outperformed the control group in oral fluency and communicative confidence. By providing developmentally appropriate opportunities for students to speak up, share opinions, and interact in structured settings, the program effectively strengthened their ability to communicate with clarity and confidence, supporting the broader aim of fostering socially competent and expressive learners.

Chan et al. (2021) conducted a comprehensive systematic review and meta-analysis to evaluate the effectiveness of experiential learning programs in promoting adolescent prosocial behavior, empathy, and subjective well-being. Grounded in Kolb's experiential learning framework, the programs included in the review emphasized direct engagement, emotional reflection, and authentic social interaction. The results indicated a moderate but statistically significant effect on empathy development (standardized mean difference d = 0.65), suggesting that experiential learning environments provide meaningful opportunities for students to recognize and understand others' emotions. Although the primary participants ranged from ages 8 to 25, the developmental mechanisms identified—such as emotional attunement and perspective-taking—remain highly applicable to educational settings focused on early social-emotional development.

A Comprehensive Literature Review

Collectively, the reviewed studies demonstrate that experiential learning is both developmentally appropriate and empirically supported as an effective approach for enhancing key social skills—namely, cooperation, assertion, responsibility, empathy, and self-control—among primary school students. The consistent use of interactive, reflective, and real-life tasks across these interventions further supports the integration of experiential methods into formal educational programs aimed at social skill development.

In conclusion, this chapter has provided a comprehensive overview of the theoretical and empirical foundations related to the development and enhancement of

social skills in primary school students. Drawing from diverse conceptual frameworks, the literature highlights the multidimensional nature of social skills and identifies these five components as essential to students' interpersonal competence, academic adjustment, and emotional well-being. Furthermore, existing research strongly supports the implementation of structured, school-based interventions that incorporate active participation, reflective practices, and peer interaction to effectively cultivate these competencies.

This chapter also introduced experiential learning as a promising pedagogical model for promoting social skills in educational settings. Grounded in Kolb's experiential learning theory—which emphasizes learning through concrete experience, reflection, conceptual understanding, and active experimentation—experiential learning aligns well with the developmental characteristics of primary school students. A review of recent empirical studies further supports the effectiveness of this model in enhancing social behavior, emotional regulation, and peer collaboration.

Taken together, the literature reviewed in this chapter provides a solid foundation for the present study and supports the development of a structured experiential learning model specifically aimed at enhancing the social skills of primary school students in China.

CHAPTER 3
METHODOLOGY

The focus of this study was the development of an experiential learning model aimed at enhancing social skills among primary school students. The target population comprised primary school students, and the researcher formulated the following research objectives:

1) To study the definition and components of social skills among primary school students.

2) To develop an Experiential Learning model for enhancing social skills in primary school students.

3) To evaluate the effectiveness of the Experiential Learning model in enhancing the social skills of primary school students.

To achieve the research objectives, the study was structured into three main phases:

Phase 1: Studying the definition and components of social skills among primary school students.

In this phase, the researcher conducted an in-depth literature review and expert interviews to clarify the definition and key dimensions of social skills. This investigation identified five core components: cooperation, assertion, responsibility, empathy, and self-control. Based on these findings, a Social Skills Questionnaire specifically adapted for primary school students was developed.

Phase 2: Developing an experiential learning model for enhancing the social skills of primary school students.

A 12-lesson experiential learning program was created and implemented over four weeks. The design was informed by Kolb's Experiential Learning Theory (Kolb, 1984) to ensure developmental appropriateness and pedagogical effectiveness.

Phase 3: Evaluating the effectiveness of the experiential learning model in enhancing the social skills of primary school students.

To assess the efficacy of the experiential learning model in real-world educational settings, the model was implemented with a specific sample group. The researcher utilized the Social Skills Questionnaire developed during Phase One to conduct pre-tests, post-tests, and follow-up assessments. This evaluation aimed to comprehensively

examine the impact of the experiential learning model on the development of social skills among primary school students and to systematically analyze and validate its effectiveness.

3.1 Phase 1: Studying the definition and components of social skills among primary school students.

In this phase, the researcher employed a mixed-method approach, combining qualitative and quantitative research methods to collect data. The process was conducted as follows:

Qualitative Data Collection

3.1.1 Literature review study

The first stage of this research comprised three key steps, the first of which involved conducting a comprehensive literature review. This step aimed to systematically analyze and synthesize existing scholarly literature and empirical studies to establish a robust theoretical and conceptual foundation for understanding social skills. Serving as the cornerstone of the study, the literature review provided an in-depth examination of the definitions, scope, and developmental trajectories of social skills within the fields of education and psychology.

During this process, the researcher compiled an extensive body of literature related to social skills, including academic journal articles, books, research reports, and other relevant publications. Through a systematic procedure of screening, critical analysis, and synthesis, the researcher identified prevailing theoretical frameworks, conceptual definitions, and diverse scholarly perspectives. Additionally, the review underscored the practical applications of these theories in educational and social contexts, thereby informing the design and direction of subsequent research phases.

3.1.2 The Development of a Semi-Structured Interview Questionnaire

1) Pertinent literature and research on social skills were comprehensively reviewed using qualitative research methods. This thorough examination served as the foundation for developing a semi-structured interview guide, characterized by open-ended questions specifically designed to engage qualified experts in the field. The guide includes inquiries focused on the following key areas: basic information about the expert, core components of social skills in primary school students, guidelines for developing an experiential learning model to enhance primary school students' social skills, methods and criteria for measuring or evaluating social skills in primary school students (see Appendix C for details).

2) Expert Basic Information

The researcher conducted a comprehensive review of the literature on social skills and used this information to develop a semi-structured interview guide. Open-ended questions were designed to facilitate in-depth discussions with five experts, all of whom hold doctoral degrees or the academic title of associate professor or above. The interviews focused on defining and identifying the components of social skills in primary school students, as well as optimizing instructional strategies and constructing an effective experiential learning model.

The purpose and themes of the interviews were clearly defined, and open-ended questions were developed accordingly. Five experienced professionals in the fields of psychology, education, and innovation capability were contacted through various channels (online, written, and telephone).

3) The qualification criteria for experts encompass the following aspects:

(1) Possession of a doctoral degree or an academic title of associate professor or above in the fields of education, psychology, educational psychology, or related disciplines.

(2) Employment in an academic position at a university or relevant institution, with a minimum of five years of professional experience in the fields of education, psychology, or educational psychology.

4) The semi-structured interview process included the following steps:

Semi-structured interviews were employed as the primary qualitative data collection method in this study. The development and validation of the interview guide followed a systematic process to ensure its validity, clarity, and relevance. The steps were as follows:

(1) The researcher conducted a comprehensive review of literature on social skills, drawing on foundational frameworks to inform the design of the interview guide (Gresham & Elliott, 1990; Caldarella & Merrell, 1997), and examined prior studies that outlined methodological procedures for developing semi-structured interview protocols (Kallio et al., 2016; Turner, 2010). This review provided both theoretical and empirical support for the formulation of interview questions.

(2) The purpose of the semi-structured interviews was clearly defined. A structured thematic framework was developed to ensure comprehensive coverage of all relevant content domains.

(3) Open-ended questions were designed in alignment with the study's objectives. The questions were logically organized to encourage detailed, reflective responses from participants.

(4) The completed interview guide was reviewed by experts to evaluate its accuracy, clarity, and content validity.

(5) Based on expert feedback, the interview guide was revised and refined to improve its overall quality and applicability.

The complete development process is illustrated in Figure 2:

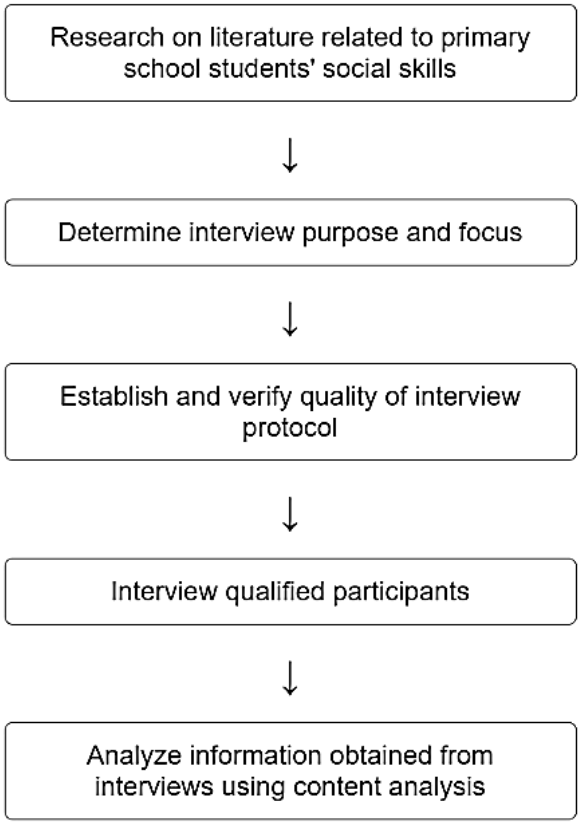

FIGURE 2 Semi-structured Interview Creation and Interview Data Analysis Process

3.1.3 Semi-Structured Expert Interview Questionnaire

The semi-structured expert interview questionnaire was developed to explore the definition and components of social skills among primary school students in China, to collect expert recommendations for developing an experiential teaching-based learning model, and to obtain guidance on constructing research instruments for evaluating social skills in this context.

The questionnaire consists of two main sections:

Section 1: General Information

This section collects basic information about each expert, including pseudonym, educational background, work experience, professional title, institutional affiliation, area of specialization, and the date and time of the interview.

Section 2: Problem Orientation

This section focuses on three key questions:

1) Definition and Components of Social Skills: To define the concept and identify the core components of social skills among primary school students in the Chinese context.

2) Guidelines for Developing an Experiential Learning Model: To gather expert insights for designing an experiential learning model aimed at enhancing social skills.

3) Guidelines for Developing Research Instruments: To obtain recommendations for designing tools to assess social skills among primary school students.

3.1.4 Development of Social Skills Questionnaire for primary school students

The research instruments used in this study were developed to measure the social skills of primary school students. The following steps were taken to construct and validate the measurement tools:

1) The researcher conducted an extensive review of domestic and international literature, textbooks, and empirical studies related to social skills. The conceptual framework for assessing social skills in primary school students was grounded in the theoretical constructs proposed by Gresham and Elliott (2008). This framework was further refined through interviews with five field experts. As a result, the definition and composition of social skills were established to include the following five components: cooperation, Assertion, Responsibility, Empathy, and Self-control.

2) Based on the Social Skills Improvement System Rating Scales (SSIS-RS; Gresham & Elliott, 2008) and the Social Skills Rating System (SSRS; Gresham & Elliott, 1990), a revised questionnaire was developed, consisting of: 10 items on cooperation, 10 items on assertion, 10 items on responsibility, 10 items on empathy, 10 items on self-control.

The items were structured using terminology consistent with professional standards and practical definitions. Each item was rated on a 5-point Likert scale ranging from “strongly disagree” to “strongly agree.” This commonly used scale format was applied to quantify responses and measure attitudinal tendencies (DeVellis, 2017).

TABLE 2 Social Skills Improvement System Rating Scales

Item No.	Dimension	Item	Scoring Interpretation				
			1-strongly disagree	2-disagree	3-neutral	4-agree	5-strongly agree
Cooperation							
1	Cooperation (+)	I work well with my classmates on group projects.					
2	Cooperation (+)	I follow the rules when playing games with others.					
3	Cooperation (+)	I share materials and toys with my classmates.					
4	Cooperation (+)	I take turns and wait patiently for my turn during group activities.					
5	Cooperation (+)	I listen carefully to my classmates' ideas and opinions.					
6	Cooperation (+)	I help my classmates when they are having difficulty with a task.					
7	Cooperation (+)	I participate actively in class discussions and group work.					
8	Cooperation (+)	I compromise with my classmates when we have disagreements.					
9	Cooperation (-)	I exclude others from my social circle					
10	Cooperation (-)	I disregard rules and regulations					
Assertion							
1	Assertion (+)	I raise my hand to ask questions or share ideas in class.					
2	Assertion (+)	I express my feelings and opinions politely and clearly.					
3	Assertion (+)	I stand up for myself when I feel I am being treated unfairly.					
4	Assertion (+)	I initiate conversations and friendships with my classmates.					
5	Assertion (+)	I volunteer to answer questions or take on tasks in class.					
6	Assertion (+)	I ask for help when I need it.					
7	Assertion (+)	I say "no" politely when I don't want to do something.					
8	Assertion (+)	I introduce myself to new people with confidence.					
9	Assertion (-)	I'm afraid to express my opinions					
10	Assertion (-)	I feel anxious when interacting with classmates					

The Social Skills Questionnaire for primary school students used in this study employed a five-point Likert-type scale, with scoring criteria defined as follows (Abu-Baker et al., 2019):

-1.00-1.80= Very Low

-1.81-2.60= Low

-2.61-3.40=Moderate

-3.41-4.20=High

-4.21-5.00=Very High

Scores for each category—Cooperation, Assertion, Responsibility, Empathy, and Self-control—were summed and averaged to generate a composite score for each respective domain. Higher scores indicated stronger social skills in the corresponding area.

In subsequent steps, a rating scale for assessing primary school students' social skills was finalized based on the criteria presented in the chart above:

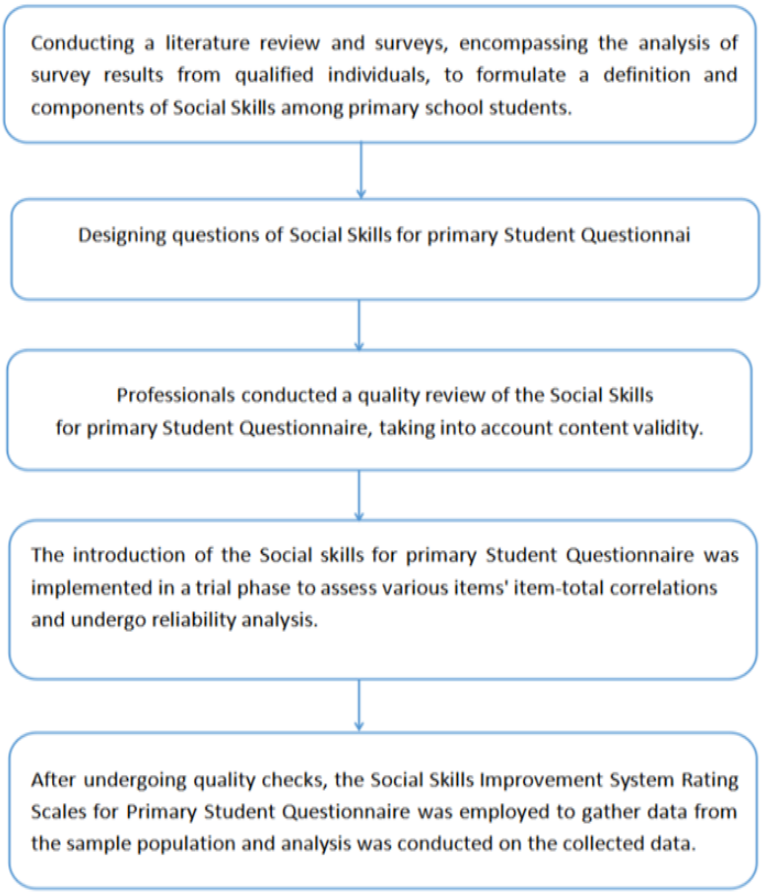

FIGURE 3 Development of the Social Skills Improvement System Rating Scales questionnaire for Primary school Students

3) The Social Skills Questionnaire was submitted to five experts for review. All five experts held doctoral degrees or academic titles of associate professor or above in the fields of education, psychology, or educational psychology, and had at least five years of teaching experience in a college of education, teacher training institute, psychology department, or related academic institution.

These experts were responsible for evaluating the accuracy of the questionnaire content, the appropriateness of the language used, and the alignment of each item with the operational definitions of the social skills components. They also assessed the content validity using the Item-Objective Congruence (IOC) method, with individual item scores ranging from 0.80 to 1.00, indicating high content consistency

across all 50 items. Based on their feedback, the questionnaire was revised to enhance its clarity, relevance, and overall quality.

4) The revised Social Skills Questionnaire was then administered to 100 fourth-grade students with similar backgrounds. Data collection was conducted using the validated Social Skills Improvement System Rating Scales. A total of 100 questionnaires were distributed, resulting in a 100% response rate. Each completed questionnaire was screened for completeness to ensure all items were answered, yielding 100 valid and analyzable responses.

A revised version of the Social Skills Improvement System Rating Scales – Student Form (SSIS-RS) was administered to 100 fourth-grade students with backgrounds similar to those in the main study. The questionnaires were distributed in full, achieving a 100% response rate. After verifying completeness, all 100 valid questionnaires were retained for analysis. To assess internal consistency, Cronbach's alpha was calculated using the collected data. The overall reliability coefficient of the questionnaire was 0.984, indicating excellent internal consistency (see Appendix F for details).

3.2 Phase 2: Developing an experiential learning model for enhancing the social skills of primary school students.

The second phase of the research aimed to address the second and third research objectives: to develop an experiential teaching-based learning model to enhance primary school students' social skills and to evaluate the outcomes of this model. This phase was divided into two parts.

Development of an Experiential Learning Model to Enhance the Social Skills of Primary School Students. The researcher undertook the following steps:

Step 1: Expert Interviews

The researcher conducted interviews with five experts to gain insights into the essential components of an experiential teaching-based learning model. These interviews provided valuable information on the core dimensions of social skills within the Chinese educational context, including cooperation, assertion, responsibility,

empathy, and self-control. This foundational input contributed to the development of the theoretical framework for the experiential learning model, which was primarily based on Kolb's (1984) concept of experiential learning.

Step 2: Design of Experiential Teaching-Based Lesson Plans

The researcher developed a set of 12 lesson plans aimed at enhancing primary school students' social skills through experiential teaching and learning methods. The structure and sequencing of these lesson plans were guided by principles of instructional systems design, including the alignment of learning objectives, activities, and assessments (Dick, Carey, & Carey, 2005). Each 45-minute session was organized into three instructional steps: Lead-in, Learning activities process, and Conclusion. The lessons emphasized student engagement and collaborative learning, with activities specifically tailored to develop the five core components of social skills.

Step 3: Expert Evaluation of Lesson Plans

The 12-lesson plans were submitted to five experts for Item-Objective Congruence (IOC) evaluation. The experts, whose qualifications are detailed in Appendix A, reviewed the plans to assess their alignment with the intended learning objectives and overall research goals. The IOC analysis yielded a consistency index of 0.967, indicating strong content validity. This method is widely used in educational research to quantify expert agreement regarding item relevance (Lynn, 1986). Based on the feedback received, the lesson plans were further refined to enhance their clarity, coherence, and practical applicability.

Step 4: Try-Out of the Experiential Learning Model Lesson Plans

Ten students from the experimental group were randomly selected to participate in a try-out session, which lasted 45 minutes. This phase involved implementing selected portions of the lesson plans to observe students' reactions and their acceptance of the activities. The try-out followed established procedures for pilot testing educational interventions, providing formative feedback to refine the instructional content prior to full-scale implementation (Oppenheim, 1992). Insights gained from this phase were used to make further adjustments to the lesson plans in order to enhance their clarity, engagement, and overall effectiveness.

By systematically progressing through these steps, the researcher aimed to develop, implement, and evaluate an experiential teaching-based learning model intended to enhance the social skills of primary school students.

3.3 Phase 3: Evaluating the effectiveness of the experiential learning model in enhancing the social skills of primary school students.

In the third phase of the study, the researcher focused on evaluating the impact of the experiential teaching-based learning model on primary school students' social skills. A quasi-experimental design was employed, using a two-group pretest–posttest structure with an experimental group and a control group (Control Group Pretest–Posttest Design). This commonly used design allows for the assessment of an intervention's effectiveness under real-world classroom conditions. The experimental procedure was structured as follows:

3.3.1. Research Design

This study employed a quasi-experimental design with a pretest–posttest–follow-up control group structure. The experimental group received a four-week experiential learning intervention based on Kolb's experiential learning theory (1984), while the control group received no related instruction. The intervention targeted five core components of social skills: cooperation, assertion, responsibility, empathy, and self-control. Social skills were assessed using a validated student-version questionnaire adapted from the Social Skills Improvement System (SSIS-RS; Gresham & Elliott, 2008). The implementation followed four distinct phases, as illustrated in Table 3:

TABLE 3 Randomized Control-Group Pretest, Posttest, Follow-up Designs

Groups	Pre-Test	Experiment	Post-Test	Follow up
ER	T1	X	T2	T3
CR	T1	_	T2	T3

The meanings of the symbols are as follows:

E: Experimental Group C: Control Group R: Random Allocation

T1: Pre-Test T2: Post-Test T3: Follow up test

X: Experiment _: No Experiment

3.3.2 Identification of Population and Sample Size

Phase 1: Studying the definition and components of social skills among primary school students

This phase involved two groups of participants. First, five experts in educational psychology and primary school teaching participated in semi-structured interviews to provide insights into the developmental characteristics of social skills and practical strategies for classroom-based interventions. Second, 100 fourth-grade students from Wuhan, who shared similar demographic backgrounds with the target population, participated in the pilot testing of a revised social skills assessment tool to examine its clarity, relevance, and initial reliability.

Phase 2: Developing an experiential learning model for enhancing the social skills of primary school students.

The participants in this phase included five experts in education and psychology, who evaluated the content validity of the experiential learning model using the Item-Objective Congruence (IOC) method. In addition, ten fourth-grade students with comparable educational backgrounds were randomly selected from the experimental group to participate in a pilot trial. Their feedback was used to refine the lesson content and instructional design prior to formal implementation.

Phase 3: Evaluating the effectiveness of the experiential learning model in enhancing the social skills of primary school students.

Population: This study focused on fourth-grade students during the 2024–2025 academic year at Jiangxia District Experimental Primary School in Wuhan, Hubei Province, China. The total population consisted of approximately 250 students across five fourth-grade classes.

Sample: To evaluate the effectiveness of the experiential learning model, a sample of 92 fourth-grade students was selected from two intact classes (Class 2 and Class 3) at the same school, with 46 students in each class. The two classes were selected through simple random sampling, based on practical feasibility and compatibility with the school's academic schedule. The experimental group received the experiential learning intervention integrated into their music curriculum over a 12-week

period, while the control group continued with standard music lessons. The chosen sample size ensured sufficient statistical power to detect meaningful effects (Cohen, 1988).

3.3.3 Research Procedure

The researcher conducted the experiment based on the aforementioned experimental model, which was implemented in three distinct phases:

1) Pre-test period

A revised version of the Social Skills Questionnaire for primary school students was used as the measurement instrument. A pre-test was administered to 92 fourth-grade students from Class 2 and Class 3. The results indicated no statistically significant differences between the two groups, demonstrating baseline equivalence. However, further analysis revealed that the average score of Class 3 was slightly lower than that of Class 2, suggesting greater potential for improvement. Based on this, Class 3 was assigned to the experimental group, and Class 2 to the control group.

2) Experiment period

The intervention was implemented as scheduled. The experimental group received instruction based on the experiential learning model aimed at enhancing primary school students' social skills. To ensure fidelity, the intervention was delivered consistently and systematically. Twelve structured 45-minute lessons were conducted over four weeks in Classroom 401. Meanwhile, the control group continued with traditional instruction and did not receive any related intervention.

3) Post-test period

After the intervention, all participants completed the Social Skills Questionnaire for Primary School Students as a post-test measure to assess their social skill levels. For the experimental group, the researcher aimed to examine whether participation in the experiential learning program led to measurable improvements in their social skills.

4) Follow-up period

One month after the post-test, the researcher re-administered the Social Skills Questionnaire to both the experimental and control groups to collect follow-up data. This phase aimed to assess the stability and long-term impact of the experiential learning model on students' social skill development.

3.3.4 Data Analysis

The researcher collected data across three distinct phases, employing both quantitative and qualitative methods. To evaluate the effectiveness of the experiential learning model in enhancing primary school students' social skills and to test the research hypotheses, a range of analytical approaches was employed:

1) Qualitative Analysis

Content analysis was used to examine data obtained from expert interviews and other qualitative sources, including feedback and written reflections from both experts and participants. These insights played a critical role in informing the development and refinement of the experiential learning model.

2) Instrument Validation

To ensure the reliability and validity of the research instruments, the researcher conducted reliability testing and applied the Item-Objective Congruence (IOC) method to evaluate the Social Skills Questionnaire adapted for primary school students. These procedures confirmed the alignment of both the questionnaire and the instructional content with the study's objectives.

3) Quantitative Analysis

The researcher employed descriptive statistics and General Linear Model (GLM) repeated measures ANOVA to analyze the pre-test, post-test, and follow-up data collected in Phase 3. These analyses were conducted to evaluate the impact of the experiential learning model on students' development across the five core components of social skills.

CHAPTER 4
RESEARCH RESULTS

Research Topic: Development of an Experiential Learning Model for Enhancing Social Skills of Primary School Students.

This study examines the development of social skills among primary school students through the design and evaluation of an experiential learning model aimed at enhancing these competencies. To clearly present and comprehend the results of the data analysis, the researcher determines that symbols and acronyms used in the analysis were explicitly defined as follows:

TABLE 4 Symbols Used in Data Analysis

Symbol	Meaning
N	Number of samples size
M	Mean
MD	Mean Difference
χ^2	Chi-Square statistic
df	Degrees of Freedom
p	p-value
SD	Standard Deviation
SE	Standard Error
F	F-Statistic
W	Mauchly' s W
ε	Greenhouse – Geisser correction factor
95% CI	95% Confidence Interval
MS	Mean square
Partial η^2	Partial Eta squared
Sig.	Significance level (typically the same as p-value)

Data Analysis Results

Phase 1: Studying the definition and components of social skills among primary school students.

Phase 2: Developing an experiential learning model for enhancing the social skills among primary school students.

Phase 3: Evaluating the effectiveness of the experiential learning model in enhancing the social skills of primary school students.

4.1 Phase 1: Studying the definition and components of social skills among primary school students.

Definition and components of primary school students' social skills

1) Definition of Social Skills

After reviewing the literature on the definition of social skills, the researcher found that most scholars and experts regard social skills as essential interpersonal competencies encompassing effective communication, cooperation, emotional understanding, and self-regulation. These abilities enable individuals to interact appropriately and adaptively in various social contexts. In parallel, interviews were conducted with five experts to gather their perspectives on the definition and key components of social skills. The detailed findings are summarized below:

“Social skills are concrete behaviors demonstrated in daily interactions, such as expressing oneself, understanding others, and resolving conflicts.” (Expert E)

“Social skills involve psychological mechanisms for interpreting social cues, regulating emotions, and responding appropriately.” (Expert D)

“Social competence encompasses both behavioral actions and an understanding of social norms.” (Expert C)

“Social behavior is shaped by cultural values; therefore, developing social skills requires cultural sensitivity.” (Expert B)

“The development of social skills is a gradual process influenced by observation, imitation, and feedback.” (Expert A)

“Social skills combine behavioral expression and emotional regulation, and they require structured, school-based support.” (Expert A)

“Skills such as sharing, conflict resolution, and maintaining friendships reflect a deeper level of social understanding.” (Expert C)

“Many Chinese children are naturally reserved, which highlights the importance of repeated and authentic practice within familiar social contexts.” (Expert E)

In summary, social skills refer to socially appropriate, learned behaviors that enable primary school students to engage effectively with peers, manage interpersonal situations, and maintain positive social interactions within the classroom and school settings. They encompass a combination of observable behaviors—such as cooperation, responsibility, and self-control—and internal attributes, including empathy, emotional regulation, and confident self-expression. As reflected in both the literature and expert interviews, social skills are not static traits but dynamic abilities that evolve through interaction, observation, modeling, and guided practice. These skills enable students to interpret social cues, communicate effectively, maintain positive relationships, and resolve conflicts in socially acceptable ways. Moreover, the importance of structured, school-based interventions was emphasized by multiple experts, especially for students who may exhibit reserved or passive tendencies due to cultural influences. Taken together, this definition provides a holistic understanding of social skills as multidimensional, learnable, and essential for children's adjustment, peer integration, and long-term personal development.

2) Components of Social Skills in the Primary School Context

Based on the literature review and expert interviews, the researcher categorized social skills into five core components as follows:

Component 1: Cooperation

Cooperation refers to the ability of students to engage in collaborative behaviors, such as following rules, sharing resources, participating actively in group tasks, and offering help to peers and teachers. It involves working harmoniously with others to achieve shared goals while maintaining a positive group dynamic. Cooperation is regarded by experts as a core component of social skills among Chinese primary school students. It is one of the most visible and commonly observed behaviors in classroom settings. However, expert interviews suggest that true cooperation goes beyond surface-level participation:

“Although group work is often emphasized in educational settings, authentic cooperation should be assessed based on whether students demonstrate initiative, strategic thinking, and mutual support, rather than merely superficial engagement.” (Expert C)

“Cooperative behaviors emerge through repeated peer interactions in structured activities such as group projects, classroom duties, or shared tasks. These behaviors are essential for maintaining classroom harmony.” (Expert A)

“A student’s willingness to cooperate may be driven not only by the desire to achieve group goals, but also by motives such as avoiding conflict or gaining peer approval, which reflect deeper layers of social cognition.” (Expert D)

In summary, cooperation in the classroom context is not merely about participation in group tasks, but reflects a deeper ability to engage constructively and purposefully with others. Expert perspectives highlight that genuine cooperation emerges through meaningful peer interaction, guided by shared responsibility, emotional awareness, and mutual support. It contributes to the development of classroom cohesion, strengthens peer connections, and nurtures a sense of collective identity. As such, cooperation should be understood not only as a behavioral skill but also as a reflection of students’ growing social maturity and sensitivity to group dynamics.

Component 2: Assertion

Assertion refers to students' capacity to express their needs, opinions, and rights clearly and respectfully. It includes initiating social interactions, advocating for oneself appropriately, and demonstrating confidence without infringing on the rights of others:

“Students often remain silent during group activities not because they lack ideas, but because they fear making mistakes and being ridiculed.” (Expert C)

“From an early age, children are taught not to draw attention to themselves, which limits opportunities for genuine self-expression.” (Expert B)

“Teachers play a crucial role in fostering an emotionally safe classroom environment in which students feel supported and encouraged to express themselves.” (Expert B)

“Simple daily speaking tasks can gradually reduce fear and help students become comfortable with self-expression.” (Expert E)

In summary, fostering assertion involves more than encouraging students to speak—it requires creating conditions where self-expression feels safe, valued, and purposeful. Expert insights emphasize that many students suppress their voices due to fear of negative evaluation or cultural norms discouraging visibility. Helping children develop confidence in expressing their thoughts, asking for support, and standing up for themselves requires intentional practice and emotionally supportive teaching. When nurtured effectively, assertion contributes to students’ sense of agency, supports healthy peer interactions, and equips them to participate more fully in collaborative and social contexts.

Component 3: Responsibility

Responsibility refers to students' ability to fulfill obligations, complete assigned tasks, and take ownership of their actions and decisions. It encompasses reliability, accountability, and awareness of the consequences of one’s behavior in academic and social contexts.

“Children typically begin to grasp the concept of responsibility around third grade, especially when assigned leadership roles such as group leader or class monitor.” (Expert E)

“This emerging sense of responsibility is closely linked to a child’s belief in their own competence. When students’ efforts are acknowledged, they show greater initiative and commitment. In contrast, constant criticism may diminish their motivation.” (Expert C)

“A responsible child not only follows rules but also understands their moral meaning and thinks about consequences—an essential sign of social maturity.” (Expert D)

In summary, cultivating responsibility in students involves more than task completion—it reflects a developmental process shaped by recognition, moral reasoning, and a growing sense of personal agency. Expert insights suggest that when students are given meaningful roles and their efforts are acknowledged, they become more willing to take initiative and accept the consequences of their actions. Responsibility, therefore, should be viewed not only as behavioral compliance but as an evolving internal commitment that fosters autonomy, reliability, and a stronger sense of purpose in both academic and social life.

Component 4: Empathy

Empathy refers to the ability to recognize, understand, and share the feelings and perspectives of others. It includes showing compassion, offering emotional support, and responding sensitively to others in diverse social situations.

“Empathy serves as a psychological conduit that fosters trust and connection among children,” explained Expert C. However, she noted that behaviors such as saying “sorry” may indicate politeness rather than genuine emotional understanding.

“It is important to distinguish between emotional empathy—feeling others’ emotions—and cognitive empathy—understanding others’ perspectives,” added Expert D.

“Guided questions based on stories can help students analyze emotions and understand their causes,” noted Expert E. He emphasized that this process enhances emotional insight and perspective-taking, thereby supporting social-emotional development.

In summary, fostering empathy in young students involves nurturing both emotional sensitivity and perspective-taking through intentional, reflective experiences. Expert insights emphasize that true empathy is not automatic, but develops gradually as children learn to interpret others’ emotions and respond with thoughtful care. Classroom practices such as story-based reflection and emotion-focused dialogue can deepen students’ emotional insight and reduce misinterpretation or impulsive reactions.

Ultimately, empathy supports the formation of compassionate peer relationships and contributes to a classroom culture grounded in emotional safety, respect, and human connection.

Component 5: Self-control

Self-control refers to the capacity to regulate one's emotions, impulses, and behaviors in various social settings. This includes managing frustration, staying calm during conflict, applying appropriate coping strategies, and adapting behavior to meet situational expectations.

"Self-control is a fundamental ability that may not be immediately visible, yet it plays a key role in managing peer conflicts, maintaining classroom order, and regulating emotions." (Expert A)

"Self-control is closely tied to executive functioning, including attention, adaptability, and working memory." (Expert D)

Expert E highlighted practical tools such as "calm corners" and peer mediator programs, which help students regulate emotions in real-time through authentic social interactions.

In summary, developing self-control is a gradual process that requires both internal awareness and external support. Expert perspectives emphasize that it involves more than momentary restraint—it reflects students' growing capacity to monitor emotional cues, shift attention, and respond flexibly to social demands. Classroom strategies such as calm-down spaces and peer mediation provide opportunities for real-time regulation and reflection. When consistently supported, self-control empowers students to navigate challenges with composure, contributing not only to smoother peer interactions but also to long-term emotional resilience and self-management.

4.2 Phase 2: Developing an experiential learning model for enhancing the social skills among primary school students.

To foster the development of social competencies among primary school students, the researcher systematically designed an experiential learning model implemented through

a series of 12 structured lessons. The design process was grounded in two key dimensions: (1) the theoretical framework and pedagogical principles underpinning the model, and (2) the organization of its instructional structure and content. The details are as follows:

4.2.1 Overview and Objectives of the Experiential Learning Model

The experiential learning model developed in this study aims to enhance the social skills of primary school students in China. It focuses on five core components: cooperation, assertion, responsibility, empathy, and self-control. Each component is addressed through two structured lessons, resulting in a 12-lesson sequence designed to strengthen students' social competencies, emotional awareness, and adaptive behaviors in everyday interpersonal contexts.

This model was developed in response to the identified need for structured, classroom-based interventions that support social skills development in a developmentally appropriate manner. By integrating interactive activities and reflective tasks into the music curriculum, it offers a practical, engaging, and replicable approach suitable for primary school settings.

4.2.2 Conceptual Framework and Guiding Principles for Developing the Experiential Learning Model

In this study, the experiential learning model serves as the independent variable, designed to enhance the social skills of primary school students. To ensure conceptual clarity, the researcher identified five essential components of social competence—cooperation, assertion, responsibility, empathy, and self-control—based on a review of relevant literature and expert interviews (Gresham & Elliott, 1990).

The model is conceptually grounded in Kolb's Experiential Learning Theory, which defines learning as a continuous, cyclical process involving four key stages: concrete experience, reflective observation, abstract conceptualization, and active experimentation (Kolb, 1984). According to this framework, learning becomes most effective when learners actively engage in meaningful experiences, reflect critically on those experiences, and apply their insights to future behavior.

Several guiding principles informed the design of the experiential learning model:

Developmental appropriateness: Activities and content are tailored to the cognitive and emotional characteristics of primary school students.

Cultural relevance: Chinese social norms, communication styles, and behavioral expectations are incorporated to ensure contextual appropriateness.

Active engagement: The learning process emphasizes participation, reflection, and student-centered interaction rather than passive reception.

Based on an emphasis on active participation and reflection, the model reduces reliance on direct knowledge transmission and instead encourages students to explore, experiment, and internalize social skills in authentic, developmentally appropriate contexts.

4.2.3 Development Process of the Experiential Learning Model

At the outset of this study, interviews were conducted with five experts in education and psychology to inform the design of an experiential learning model aimed at enhancing the social skills of primary school students. The expert feedback centered on age-appropriate development, classroom dynamics, activity design, and effective instructional strategies. Key insights from these consultations are summarized below:

“Experiential learning should not involve the mechanical imitation of behavior; rather, it should guide students to develop awareness through action and gradually construct understanding and strategies within authentic social contexts,” stated Expert D. He emphasized that activities should incorporate cognitive challenges that prompt reflection— “Why did I do this? What could I do better?”

“Activity design should be grounded in real-life situations that students commonly encounter, such as how to respond when a group member refuses to cooperate or when they are being teased,” noted Expert E. She emphasized that the content must resonate with students’ everyday experiences in order to evoke authentic emotional and behavioral responses.

“Instruction should follow a progressive structure, moving from low-risk to more complex social tasks,” suggested Expert B. She also recommended organizing the curriculum into thematic modules—such as expressing refusal or managing conflict—each targeting a specific social skill.

“Expression, emotional safety, and structured feedback are the three pillars of experiential instruction in social skills,” stated Expert C. She suggested incorporating practical tools such as “expression corners” and “emotional weather charts” to help students gradually build confidence in expressing themselves and sharing emotions.

“Effective social learning requires immersive and well-structured scenarios that guide students through role engagement, emotional awareness, feedback, and behavioral adjustment,” explained Expert A. She recommended that each lesson follow a three-phase instructional cycle: situational lead-in, experiential activity, and group reflection with skill transfer.

Based on expert recommendations and a comprehensive review of the literature, the researcher developed a three-phase instructional model specifically tailored to primary school students, drawing upon Kolb’s experiential learning theory to ensure that each phase incorporated opportunities for concrete experience, reflective observation, abstract conceptualization, and active experimentation:

Lead-in (Concrete Experience): Each lesson began with a brief lead-in aimed at activating prior knowledge and introducing the learning theme in an engaging, emotionally supportive context. Strategies such as storytelling, open-ended questions, or music were used to create meaningful and relatable initial experiences. This phase aligned with the Concrete Experience stage of Kolb’s experiential learning cycle, offering students a relevant starting point for engaging with the lesson’s social skill focus.

Learning Activity Process (Reflective Observation & Abstract Conceptualization): The main body of each lesson integrated both Reflective Observation and Abstract Conceptualization stages of Kolb’s experiential learning cycle. Through hands-on activities such as role-playing, cooperative games, rhythm-based

tasks, and structured group interactions, students were encouraged to observe peer behaviors, reflect on social dynamics, and begin internalizing key social concepts. While engaging in these collaborative tasks, students compared different communication and problem-solving strategies, fostering reflective thinking. Simultaneously, teachers guided them to abstract underlying principles—such as cooperation, empathy, or self-control—from the observed behaviors, laying the conceptual groundwork for future application.

Conclusion (Active Experimentation): Each lesson concluded with a guided reflection and extension session designed to support the Active Experimentation stage of Kolb's experiential learning cycle. Students were encouraged to apply the social strategies they had explored during the lesson to real-life contexts, either through role-play extensions, action planning, or discussing how they might handle similar situations in future interactions. Through teacher prompts and peer sharing, students were guided to transfer abstract social concepts—such as cooperation, responsibility, or self-control—into actionable intentions, thereby reinforcing their ability to experiment with newly acquired skills beyond the classroom setting.

The complete curriculum comprises 12 lessons, each lasting 45 minutes and delivered three times per week. A variety of interactive tools—such as emotion color cards, peer feedback, and social storytelling—are incorporated to support students' awareness, regulation, and expression of social behaviors.

In summary, the experiential learning model is student-centered, emphasizing active engagement, contextual immersion, and guided reflection. It is developmentally appropriate, aligned with students' needs and interests, and designed to foster the long-term development and internalization of core social skills within a safe and supportive classroom environment.

4.2.4 The Learning Materials for the Experiential Learning Program

To support the implementation of the experiential learning model designed to enhance social skills among primary school students, the researcher selected materials that are developmentally appropriate, engaging, and easy to use. Instead of

formal tests or assessments, the model emphasizes informal observation and reflective activities to reduce academic pressure and promote active student participation.

A variety of instructional materials were employed throughout the experiential learning model, with their use flexibly adapted according to the objectives and content of each lesson to enrich the learning experience and promote active student engagement:

1) PowerPoint slides: Used in relevant lessons to present learning objectives, structure classroom activities, and facilitate discussions.

2) Student handouts: Provided in selected sessions to deliver simplified instructions, reflection prompts, or cooperative tasks appropriate to students' developmental levels.

3) Music and percussion instruments: To establish classroom rhythm and stimulate emotional engagement.

4) Music Story Theater scenario cards: Employed in role-play to foster empathy and encourage perspective-taking.

5) Behavioral regulation role-play cards: Designed to help students practice self-control and respond appropriately in social situations.

6) Art supplies (e.g., paintbrushes, drawing paper): Used for creative expression and reflective activities in applicable lessons.

These materials were selectively applied to ensure each lesson remained engaging, emotionally supportive, and aligned with the experiential learning model's five core components.

4.2.5 The Researcher's Role in Facilitating Learning Activities

In this study, the researcher assumed multiple roles throughout the implementation of the experiential learning model. In addition to designing and planning the curriculum, the researcher also served as the primary facilitator and instructional guide during classroom activities. To ensure the effective application of the model and the meaningful development of students' social skills, the researcher undertook the following key responsibilities:

1) Bridging Theory and Practice

Drawing on relevant educational theories, particularly Kolb's Experiential Learning Theory, the researcher incorporated key conceptual and pedagogical insights into the course design. These foundational models guided the structure of the curriculum and ensured its alignment with the cognitive and social developmental needs of primary school students.

2) Structuring and Delivering Instructional Content

Before each lesson, the researcher designed targeted learning tasks aligned with students' developmental levels. Each session was intentionally linked to one of the five core components of social competence—cooperation, assertion, responsibility, empathy, or self-control. Clear learning objectives were established, and the instructional content was systematically sequenced to support progressive skill development. Activities were crafted to be both engaging and practical, encouraging students to apply social skills in authentic, everyday situations.

3) Establishing a Positive Classroom Climate

The researcher actively cultivated a classroom environment characterized by emotional safety, mutual respect, and inclusivity. Students were encouraged to express their ideas openly and engage actively in discussions and group tasks. This supportive atmosphere provided favorable conditions for authentic social interaction, allowing students to explore new behaviors and develop social competencies in a low-risk, growth-oriented setting.

4) Observing and Providing Timely Support

Throughout the lessons, the researcher closely monitored students' behaviors and peer interactions. Early signs of progress or difficulty were addressed with timely, individualized guidance to help students navigate emerging social challenges. This responsive approach maintained engagement and ensured that students felt consistently supported during the learning process.

5) Clarifying Objectives and Guiding Student Roles

Prior to each activity, the researcher articulated the intended learning objectives and clarified students' roles and responsibilities. This ensured structured participation, promoted effective collaboration, and reinforced a shared understanding of group expectations.

6) Facilitating Meaningful Social Practice

To provide authentic opportunities for social learning, the researcher incorporated role-playing, group collaboration, and emotional expression into selected lessons. These activities allowed students to practice social skills in realistic scenarios, encouraging the internalization of appropriate behaviors through active participation and guided reflection.

Rather than labeling behaviors as "right" or "wrong," the researcher facilitated reflective dialogue that encouraged students to critically and constructively evaluate their own experiences. This approach deepened students' understanding, reinforced the target social skills, and supported the transfer of these skills to real-life social contexts.

4.2.6 Participant Roles in Experiential Learning Activities

In the experiential learning model implemented in this study, primary school students were positioned as active participants rather than passive recipients of instruction. Throughout the 12-lesson program, they assumed a variety of developmentally appropriate roles designed to foster the acquisition of key social competencies.

The following roles were emphasized:

1) Active Participants

Students engaged in classroom activities with curiosity and enthusiasm, contributing meaningfully to both individual and group tasks. Their active participation fostered intrinsic motivation and promoted mutual trust and collaboration among peers.

2) Assertive Communicators

With consistent support from the teacher, students practiced expressing their ideas, emotions, and needs in a clear and respectful manner. Through repeated

opportunities for practice, they gradually gained confidence and became more fluent and natural in their social communication.

3) Respectful Listeners

Students learned to listen attentively, appreciate diverse perspectives, and follow basic norms of respectful communication. This role enhanced the quality of classroom interactions and supported the development of empathy.

4) Collaborative Team Members

During group tasks, students assumed specific roles and worked together to achieve shared goals. These collaborative experiences fostered a sense of collective responsibility and strengthened team cohesion.

5) Reflective Learners

After each activity, students participated in self-reflection through individual worksheets and guided group discussions. This process promoted personal growth and supported the internalization of targeted social behaviors.

6) Caring Observers

Students were encouraged to stay attuned to their peers' emotions and offer appropriate support when needed. This role nurtured social-emotional awareness and helped cultivate a caring, inclusive classroom environment.

7) Responsible Rule-Followers

Students were expected to consistently observe classroom rules and behavioral norms throughout the program. This role promoted accountability, supported respectful conduct, and helped sustain an inclusive and orderly learning environment.

4.2.7 Key Focus Areas of Each Lesson

The experiential learning model developed in this study is grounded in Kolb's (1984) four-stage learning cycle and is implemented through a consistent three-step instructional structure: Lead-in, Learning Activity Process, and Conclusion. The structured program consists of 12 lessons, each carefully designed to target one or more of the core social skills.

Lesson 1: Orientation

The lesson begins with a rhythmic clapping game that immerses students in a shared physical and emotional experience, providing a meaningful and engaging starting point that aligns with the concrete experience stage of learning. This activity fosters a sense of belonging and sets the tone for cooperative engagement. Students then participate in music-based tasks such as choral singing and brief role-play scenarios, during which they observe their own behaviors and those of their peers, reflecting on how social actions like turn-taking or expressive communication affect group dynamics. Through teacher facilitation, these reflections are gradually abstracted into key social concepts, helping students recognize the value and structure of effective interpersonal behaviors. The lesson concludes with a structured discussion and individual reflection worksheet, guiding students to connect what they learned to their daily social interactions. A brief goal-setting task encourages them to apply specific social strategies in future contexts, supporting the transition from internal understanding to real-world experimentation.

Lesson 2: Cooperation—Listening and Imagination: A Journey of Emotions in Music

The lesson begins with students listening to short musical excerpts that evoke various emotions or scenes. This multisensory activity provides a rich, concrete experience, stimulating imagination and creating a shared emotional atmosphere that lays the groundwork for cooperative engagement. Students then work in small groups, each member assuming a specific role—such as storyteller, scene designer, or music coordinator—to collaboratively construct and perform an imaginative story based on the music. As students navigate their tasks, they observe group interactions, reflect on communication styles, and adjust their approaches in real time, fostering both reflective observation and the formation of abstract concepts related to effective cooperation. Peer and teacher feedback further deepens their understanding of key collaborative behaviors, including attentive listening, role fulfillment, and mutual respect. The lesson concludes with a class discussion and individual worksheet that prompts students to evaluate their own and their group's performance, and to consider how principles such

as trust, shared responsibility, and empathy apply to everyday teamwork. This final phase encourages students to internalize and apply these cooperative strategies in future group settings.

Lesson 3: Cooperation—Cooperative Chorus Training

The lesson begins with students watching and analyzing a short video of a children's choir performance, providing a vivid, concrete experience that illustrates the role of cooperation in achieving musical harmony. This shared observation helps students recognize how individual contributions integrate into a cohesive group outcome. In the core activity, students rehearse a two-part choral piece in small groups, with each member responsible for maintaining their vocal part while coordinating rhythm, tempo, and expression with peers. As students adjust their singing in response to group dynamics and use tools like metronomes to enhance focus, they actively experiment with collaborative strategies and attentiveness. Simultaneously, they observe their own and others' participation, engaging in reflective observation that fosters awareness of group interdependence. The lesson concludes with structured peer discussion and individual reflection worksheets, guiding students to assess both their own performance and the group's effectiveness. Through this process, they abstract essential principles of cooperation—such as mutual support, shared responsibility, and synchronized effort—and begin to apply these insights to social interactions beyond the music classroom.

Lesson 4: Assertion—Discovering the Secrets of Music: A Journey of Theme Exploration

The lesson begins with students listening to diverse musical pieces and responding through drawing, body movement, or verbal expression. This multisensory activity serves as a concrete experience that encourages students to connect personal emotions with artistic expression, creating a safe and creative space for self-exploration and open communication. In the main activity, students collaborate in small groups to create a thematic presentation based on a selected music clip, integrating elements such as spoken word, visual art, or body language to express their interpretations.

Through this process, they actively experiment with different modes of self-expression and observe how their peers convey emotions and ideas, prompting reflection on clarity, confidence, and creativity in communication. A brief peer feedback session further supports reflective observation and the development of awareness around assertive expression. In the concluding stage, a guided class discussion and reflection worksheet prompt students to evaluate their comfort in expressing personal opinions, identify challenges encountered, and consider strategies for becoming more assertive. This final phase supports the abstraction of key concepts such as respectful communication, confidence, and expressive clarity, encouraging students to apply these insights in future social situations.

Lesson 5: Assertion—Music Story Theatre: Bringing the Music World to Life Through Characters

The lesson begins with a musical warm-up activity in which students listen to expressive sound clips and experiment with vocal tones and gestures to convey different emotions. This shared sensory experience serves as a concrete entry point, allowing students to explore the connection between sound, movement, and emotional expression and setting the stage for confident self-expression. In the main activity, students work in small groups to create and rehearse short musical story performances using scenario cards and selected music. Taking on roles such as narrator, character, or music coordinator, students actively experiment with both verbal and nonverbal forms of assertion in a creative and supportive environment. As they perform, observe peers, and adjust their delivery, they engage in reflective observation, gaining insight into the clarity, tone, and effectiveness of their communication. The lesson concludes with structured peer feedback, a guided class discussion, and individual reflection worksheets, helping students assess their use of assertive expression, recognize successful communication moments, and identify areas for improvement. Through this process, students begin to abstract the principles of assertiveness—linking voice, action, and confidence—and internalize their role in fostering respectful and effective social interaction.

Lesson 6: Responsibility—Rhythm and Imagination: Expressing Music with the Body

The lesson begins with a body rhythm warm-up that engages students in synchronizing movement and sound. This physical and collaborative activity provides a concrete experience that highlights the link between rhythm, coordination, and shared responsibility within a group context. In the main activity, students are assigned specific roles—such as choreographer, rhythm coordinator, or team leader—and work in small groups to design a movement routine that interprets a selected piece of music. As students carry out their tasks and interact with teammates, they actively experiment with fulfilling responsibilities and coordinating efforts. Throughout the rehearsal, they observe how individual commitment and reliability influence group performance, prompting ongoing reflective observation. Teacher prompts and peer interactions support students in evaluating the effectiveness of role execution and teamwork. The lesson concludes with a guided class discussion and structured self-assessment, encouraging students to reflect on their personal contributions, challenges faced, and strategies for improvement. Through this process, they begin to abstract key concepts related to responsibility, developing a clearer understanding of how individual accountability supports successful collaboration and broader social participation.

Lesson 7: Responsibility—Music Collaboration Challenge: Co-create Wonderful Melodies

The lesson begins with a class discussion on sources of musical inspiration and basic melody creation techniques, providing a concrete experience that stimulates creative thinking and establishes the foundation for collaborative work. This initial exchange helps students recognize how individual contributions can shape a collective musical outcome. In the main activity, students are divided into small groups and assigned roles such as melody designer, rhythm coordinator, or team leader. As they co-create original compositions, students actively experiment with their responsibilities, contribute ideas, and engage in group decision-making. Throughout the process, they observe team dynamics and reflect on how personal accountability influences group

cohesion and the quality of the final product. Teacher guidance and peer interaction further support reflective observation and the identification of effective collaboration strategies. The lesson concludes with group performances and feedback from peers and the teacher, followed by a structured reflection that prompts students to evaluate their role performance and consider how responsibility shaped their team's success. Through this integrated experience, students begin to conceptualize responsibility as both an individual and shared commitment essential to effective collaboration and broader social functioning.

Lesson 8: Empathy—Music Emotion Painting: Expressing Feelings with Sound and Color

The lesson begins with students listening to several musical pieces that convey distinct emotional tones, providing a concrete experience that invites emotional engagement and stimulates multisensory exploration. Through a guided discussion, students share their interpretations and begin to consider how emotions can be represented visually, laying the groundwork for deeper emotional awareness. In the main activity, students work in small groups to create a "Musical Emotion Painting," with roles such as color selector, pattern designer, and emotional interpreter. As they translate musical elements into visual forms, students actively experiment with expressing and interpreting emotions while observing their peers' emotional responses and communication styles. This process fosters reflective observation, as students become more attuned to emotional cues and interpersonal dynamics. After presenting their artwork, each group participates in a structured discussion and individual reflection to explore both personal feelings and collective emotional understanding. Through this process, students begin to abstract key concepts related to empathy, recognizing how emotions can be expressed, perceived, and shared across different modalities. The lesson supports the development of a compassionate classroom atmosphere and reinforces empathy as a fundamental component of effective social interaction.

Lesson 9: Empathy—Music Time Machine: Unveiling the Stories Behind the Melodies

The lesson begins with students listening to an emotionally expressive piece of music, offering a concrete experience that evokes personal reflection and emotional resonance. Students share their initial emotional reactions and then explore the background of the piece, prompting them to consider how cultural or historical context shapes emotional interpretation. In the main activity, students work in small groups to select a musical composition and collaboratively create a short narrative that reflects the emotions conveyed by the music. This storytelling task promotes active experimentation with emotional expression and perspective-taking, while peer interaction and observation encourage reflective thinking about how others perceive and communicate feelings. As groups present their stories, students engage in a guided discussion to explore how music can serve as a medium for understanding diverse emotional experiences. The lesson concludes with structured reflection, prompting students to evaluate their capacity for empathetic listening and emotional imagination. Through this process, they begin to abstract key concepts of empathy and recognize its importance in building deeper social connections both within and beyond the classroom.

Lesson 10: Self-Control—Time Travel Through Music: Role-playing and Situational Experience

The lesson begins with a class discussion on the concept of self-control, followed by a warm-up activity using emotion cards to help students recognize and express their current emotional states. This initial engagement provides a concrete experience that enhances emotional awareness and prepares students to explore behavioral regulation in meaningful contexts. In the main activity, students work in small groups to role-play everyday situations—such as losing a game or waiting their turn—while emotionally expressive background music reinforces the mood of each scenario. Through these enactments, students actively experiment with strategies for managing emotions and behaviors, such as pausing, deep breathing, or seeking help. As they observe their own and others' responses, they engage in reflective observation, supported by guided peer feedback and class discussion. The lesson concludes with individual reflection worksheets and a structured debrief, prompting students to evaluate

their use of self-control strategies and consider how emotional regulation can be applied in real-life interactions. Through this process, students begin to abstract key concepts of self-control, reinforcing their ability to respond to challenges with composure, respect, and personal responsibility.

Lesson 11: Self-Control—Music Creativity Workshop: Team Collaboration in Composition and Performance

The lesson begins with a class discussion and interactive rhythm games—such as clapping relays and rhythmic challenges—that provide a concrete experience of musical coordination and impulse regulation within a dynamic group setting. These activities require students to listen attentively, maintain tempo, and control reactions, laying the foundation for deeper exploration of self-regulation. In the main activity, students are assigned ensemble roles and collaborate to rehearse a group rhythm piece. Challenge elements introduced by the teacher—such as sudden tempo shifts or rhythm disruptions—prompt students to adapt quickly and remain emotionally composed, encouraging active experimentation with self-control strategies in real time. As they observe their own and others' responses, students engage in reflective observation, gaining insight into how emotional regulation supports group harmony and task success. The lesson concludes with a guided reflection and self-assessment, prompting students to evaluate how they managed stress, focus, and behavioral control during the activity. Through this process, they abstract key concepts of self-control, recognizing its role in maintaining composure, fostering cooperation, and enhancing performance both in music and everyday life.

Lesson 12: Closure

The final lesson begins with a music-guided mindfulness activity that provides a calming and emotionally reflective concrete experience. This practice fosters emotional awareness and helps students recall meaningful moments from prior lessons, setting the tone for holistic reflection. In the main phase, students engage in small-group discussions, complete structured reflection worksheets, and participate in scenario-based activities that require them to revisit and apply the five core components of social

skills—cooperation, assertion, responsibility, empathy, and self-control. These tasks support both reflective observation and active experimentation, as students assess their personal growth and explore how to transfer these skills into real-life social situations. The lesson concludes with a symbolic and emotionally engaging activity: students write and exchange wish cards with peers, and volunteers share personal strategies for continuing to apply social skills in daily life. This final reflection encourages abstract conceptualization, allowing students to internalize key learning outcomes and articulate future intentions. As a culmination of the experiential learning model, the lesson reinforces self-awareness, emotional intelligence, and a sense of social responsibility, empowering students to navigate future interactions with confidence and care.

In summary, the experiential learning model provided students with developmentally appropriate opportunities to actively engage in social skill development. Each lesson offered repeated and meaningful practice embedded in authentic classroom contexts, supported by structured reflection and peer interaction. The integration of Kolb's experiential learning cycle (1984) ensured that students not only acquired specific social behaviors but also developed a deeper understanding of their application in real-life situations, thereby enhancing both behavioral competence and social-emotional growth.

To illustrate this instructional framework in detail, Table 4 presents the Experiential Learning Model for Promoting Social Skills in Primary School Students:

TABLE 5 Outlines the Experiential Learning Model for Enhancing Social Skills among Primary School Students.

Times	Learning Activity	Objective	Technique/ Strategy
1	The orientation	1. To introduce the concept and importance of social skills. 2. To present the structure and design of the experiential learning-based curriculum.	Video Resources Introduction

2	Cooperation—Listening and Imagination: A Journey of Emotions in Music	1. To enhance the social skill component of cooperation. 2. To foster students' team spirit. 3. To promote collaboration through group performances. 4. To shift students from passive reception to active engagement through hands-on experiences.	Music and Contextual Association
3	Cooperation—Cooperative Chorus Training	1. To enhance the social skill component of cooperation. 2. To cultivate students' teamwork skills. 3. To develop students' listening and collaboration. 4. To promote peer feedback and collaborative adjustment for improved choral performance. effect.	Organize group cooperative singing
4	Assertion—Discovering the Secrets of Music: A Journey of Theme Exploration	1. To enhance the social skill component of assertion. 2. To enhance musical perception through exploration of diverse emotional themes. 3. To foster assertiveness by encouraging expressive group collaboration. 4. To develop clear and confident expression as part of social skill growth.	Music Theme Exploration and Presentation
5	Assertion—Music Story Theatre: Bringing the Music World to Life Through Characters	1. To enhance the social skill component of assertion. 2. To connect musical elements with real-life experiences through role-playing. 3. To develop public speaking and presentation skills while building confidence.	Role-Playing and Musical Performance
6	Responsibility—Rhythm and Imagination: Expressing Music with the Body	1. To enhance the social skill component of responsibility. 2. To explore various musical styles through creative movement. 3. To develop leadership, task management, and collaborative skills. 4. To foster independent decision-making and a sense of accountability.	Music and Movement Design

7	Responsibility—Music Collaboration Challenge: Co-create Wonderful Melodies	1. To enhance the social skill component of responsibility. 2. To foster creativity through self-directed team formation. 3. To build trust and collaboration through shared music-making. 4. To emphasize responsibility and self-reflection through group evaluation and feedback.	Team Collaboration Performances
8	Empathy—Music Emotion Painting: Expressing Feelings with Sound and Color	1.To enhance the social skill component of empathy. 2. To enhance emotional awareness through music and visual expression. 3. To foster empathy by encouraging students to share and interpret emotions collaboratively.	Emotional Expression and Creation
9	Empathy—Music Time Machine: Unveiling the Stories Behind the Melodies	1. To enhance the social skill component of empathy. 2. To deepen emotional understanding through the exploration of musical narratives. 3. To enhance empathy by interpreting and sharing emotional experiences inspired by music.	Discussion and Sharing of Stories Behind the Music
10	Self-Control—Time Travel Through Music: Role-playing and Situational Experience	1. To enhance the social skill component of self-control. 2. To develop self-control through perspective-taking and role-playing. 3. To practice emotional regulation strategies in real-life social situations.	Role-Playing and Scenario Simulation
11	Self-Control—Music Creativity Workshop: Team Collaboration in Composition and Performance	1. To enhance the social skill component of self-control. 2. To enhance concentration through focused rhythm-based exercises. 3. To build resilience against distractions and emotional triggers. 4. To develop self-discipline, time management, and cooperation through group ensemble activities.	Group Collaboration and Team Performance

12	Closure	1. To promote self-awareness through structured reflection. 2. To reinforce key social skills through experiential application. 3. To encourage peer sharing and mutual feedback for continued growth.	Discussion Assessment and feedback

4.3 Phase 3: Evaluating the effectiveness of the experiential learning model in enhancing the social skills of primary school students

Results of the data analysis for the experimental group

To evaluate the effectiveness of the experiential teaching methodology in improving primary school students' social skills, the researcher proposed two key research hypotheses:

1) The level of social skills among students in the experimental group who received the experiential teaching methodology would significantly increase after the teaching intervention, compared to before the intervention.

2) After the intervention, students in the experimental group would demonstrate significantly higher social skills than those in the control group who did not receive the experiential teaching methodology.

The specific results of the experimental data analysis are presented below:

TABLE 6 Descriptive statistics of overall social skills of experimental and control groups

Overall	Experiment (n=46)			Control (n=46)		
Social Skills	M	SD	Interpretation	M	SD	Interpretation
Pre-test	3.101	0.475	Moderate	3.235	0.471	Moderate
Post-test	3.639	0.293	High	3.237	0.476	Moderate
Follow-up	3.635	0.287	High	3.233	0.469	Moderate

Table 6 presents the descriptive statistics for overall social skills. In the experimental group, students' mean score increased notably from the pre-test (M = 3.101, SD = 0.475; Moderate) to the post-test (M = 3.639, SD = 0.293; High), and remained stable at the follow-up (M = 3.635, SD = 0.287; High), indicating sustained improvement over time.

In contrast, the control group, which did not receive the intervention, showed no meaningful change. Their scores remained consistently at a moderate level across all three time points: pre-test (M = 3.235, SD = 0.471), post-test (M = 3.237, SD = 0.476), and follow-up (M = 3.233, SD = 0.469).

These findings suggest that the experiential learning model had a significant and lasting positive impact on the development of students' overall social skills.

TABLE 7 Descriptive statistics of 5 social skills components of experimental and control groups

Cooperation	Experiment (n=46)			Control (n=46)		
	M	SD	Interpretation	M	SD	Interpretation
Pre-test	3.185	0.525	Moderate	3.380	0.454	Moderate
Post-test	3.735	0.324	High	3.383	0.459	Moderate
Follow-up	3.728	0.318	High	3.380	0.453	Moderate
Assertion	**Experiment (n=46)**			**Control (n=46)**		
	M	SD	Interpretation	M	SD	Interpretation
Pre-test	3.017	0.549	Moderate	3.133	0.533	Moderate
Post-test	3.611	0.309	High	3.137	0.539	Moderate
Follow-up	3.607	0.305	High	3.135	0.533	Moderate
Responsibility	**Experiment (n=46)**			**Control (n=46)**		
	M	SD	Interpretation	M	SD	Interpretation
Pre-test	3.226	0.533	Moderate	3.287	0.498	Moderate
Post-test	3.670	0.390	High	3.291	0.505	Moderate
Follow-up	3.663	0.378	High	3.287	0.500	Moderate
Empathy	**Experiment (n=46)**			**Control (n=46)**		
	M	SD	Interpretation	M	SD	Interpretation
Pre-test	3.148	0.592	Moderate	3.274	0.493	Moderate
Post-test	3.637	0.373	High	3.270	0.497	Moderate
Follow-up	3.639	0.370	High	3.263	0.491	Moderate
Self-control	**Experiment (n=46)**			**Control (n=46)**		
	M	SD	Interpretation	M	SD	Interpretation
Pre-test	2.930	0.557	Moderate	3.100	0.572	Moderate
Post-test	3.528	0.341	High	3.102	0.575	Moderate

Follow-up	3.533	0.337	High	3.100	0.566	Moderate

Table 7 presents the descriptive statistics for the five core components of social skills—cooperation, assertion, responsibility, empathy, and self-control—measured at the pre-test, post-test, and follow-up stages for both the experimental and control groups.

In the experimental group, all five components demonstrated a clear upward trend. For example, the mean score for cooperation increased from 3.185 (SD = 0.525) at pre-test to 3.735 (SD = 0.324) at post-test, and remained stable at 3.728 (SD = 0.318) during follow-up. Similarly, the mean score for assertion rose from 3.017 (SD = 0.549) at pre-test to 3.611 (SD = 0.309) at post-test, and was maintained at 3.607 (SD = 0.305) at follow-up. Responsibility improved from 3.226 (SD = 0.533) to 3.670 (SD = 0.390), and then slightly decreased to 3.663 (SD = 0.378), indicating overall stability. Empathy increased from 3.148 (SD = 0.592) to 3.637 (SD = 0.373) and remained at 3.639 (SD = 0.370). Lastly, self-control rose from 2.930 (SD = 0.557) at pre-test to 3.528 (SD = 0.341) at post-test, and stayed consistent at 3.533 (SD = 0.337) at follow-up. In all components, students progressed from a moderate to a high level of performance, with improvements sustained over time.

In contrast, the control group showed no meaningful changes across the three time points. For instance, the mean score for cooperation remained nearly unchanged, with 3.380 (SD = 0.454) at pre-test, 3.383 (SD = 0.459) at post-test, and 3.380 (SD = 0.453) at follow-up. Similar stability was observed in assertion, responsibility, empathy, and self-control, with all component scores consistently remaining within the moderate range.

These findings suggest that the experiential learning model led to significant and lasting improvements in students' social skills in the experimental group, while no comparable development occurred in the control group.

TABLE 8 Mauchly's test of sphericity (Overall Social Skills)

Measure: Social Skills

Within Subjects Effect	Mauchly's W	Approx. Chi-Square	df	Sig.	Epsilon		
					Greenhouse-Geisser	Huynh-Feldt	Lower-bound
time	0.036	294.756	2	***	0.509	0.515	0.500

Note. *** p < 0.001; ** p < 0.01; * p < 0.05.

According to Table 8, Mauchly's test of sphericity indicated a significant violation of the sphericity assumption for the within-subjects factor of time (W = 0.036, χ^2 (2) = 294.756, p < .001). This result suggests that the assumption of sphericity required for repeated-measures ANOVA was not met.

To address this violation and ensure the validity of the results, the Greenhouse–Geisser correction was applied, with an epsilon (ε) value of 0.509. This correction adjusts the degrees of freedom, thereby improving the robustness and interpretability of the repeated-measures analysis.

TABLE 9 Tests of within-subjects effects (Overall Social Skills)

Measure: Social Skills							
Source		Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
time	Greenhouse-Geisser	4.404	1.019	4.323	289.622	***	0.763
time * Group	Greenhouse-Geisser	4.403	1.019	4.323	289.581	***	0.763
Error(time)	Greenhouse-Geisser	1.368	91.671	0.015			

Note. *** p < 0.001; ** p < 0.01; * p < 0.05.

According to Table 9, after applying the Greenhouse–Geisser correction, the main effect of time on students' social skills was statistically significant, F (1.019, 91.671) = 289.622, p < .001, η^2 = .763. This indicates that students' social skills levels changed significantly across the three measurement points: pre-test, post-test, and follow-up. Moreover, the interaction effect between time and group was also significant, F (1.019, 91.671) = 289.581, p < .001, η^2 = .763, suggesting that the pattern of change over time differed significantly between the experimental and control groups.

These results provide strong statistical evidence for the long-term effectiveness of the experiential learning intervention in enhancing students' social skills.

TABLE 10 Tests of between-subjects effects (Overall Social Skills)

Measure:	Social Skills					
Transformed Variable:	Average					
Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Intercept	3091.249	1	3091.249	5994.413	***	0.985
Group	3.455	1	3.455	6.700	*	0.069
Error	46.412	90	0.516			

Note. *** $p < 0.001$; ** $p < 0.01$; * $p < 0.05$.

According to Table 10, the main effect of group was statistically significant, $F(1, 90) = 6.700$, $p < .05$, partial $\eta^2 = .069$. This result indicates that there was a significant overall difference in social skills scores between the experimental and control groups across the measurement period.

The effect size (partial eta squared = .069) suggests a small to moderate practical impact of the experiential learning intervention on students' overall social skills when group membership is considered.

TABLE 11 Pairwise comparisons between groups (Overall Social Skills)

Measure:		Social Skills				
(I) Group	(J) Group	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval for Difference	
					Lower Bound	Upper Bound
Controlled Group	Experimental Group	-0.224	0.086	*	-0.396	-0.052
Experimental Group	Controlled Group	0.224	0.086	*	0.052	0.396

Note. *** $p < 0.001$; ** $p < 0.01$; * $p < 0.05$.

According to Table 11, the pairwise comparison revealed a statistically significant difference in overall social skills between the experimental and control groups. The experimental group outperformed the control group, with a mean difference of 0.224 (SE = 0.086), $p < .05$, and a 95% confidence interval of [0.052, 0.396].

This finding provides additional support for the effectiveness of the experiential learning intervention. The difference observed was not only statistically significant but also practically meaningful, reinforcing the intervention's impact on enhancing students' social skills.

TABLE 12 Pairwise comparisons among times (Overall Social Skills)

Measure: Social Skills

(I) time	(J) time	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval for Difference	
					Lower Bound	Upper Bound
1	2	-0.27	0.015	***	-0.307	-0.232
	3	-0.266	0.016	***	-0.305	-0.227
2	1	0.27	0.015	***	0.232	0.307
	3	0.004	0.002	0.142	-0.001	0.008
3	1	0.266	0.016	***	0.227	0.305
	2	-0.004	0.002	0.142	-0.008	0.001

Note. Time 1= pre-test; Time 2 = post-test; Time 3 = follow-up; *** $p < 0.001$; ** $p < 0.01$; * $p < 0.05$.

According to Table 12, pairwise comparisons across the three time points (pre-test, post-test, and follow-up) revealed significant changes in students' social skills over time.

A statistically significant improvement was observed from pre-test to post-test (mean difference = -0.270, $p < .001$, 95% CI [-0.307, -0.232]), indicating a substantial enhancement in social skills following the intervention.

A similar significant difference was found between pre-test and follow-up (mean difference = -0.266, $p < .001$, 95% CI [-0.305, -0.227]), suggesting that the positive effects were sustained one month after the intervention.

In contrast, the comparison between post-test and follow-up scores was not statistically significant (mean difference = 0.004, p = .142, 95% CI [-0.001, 0.008]), indicating that social skills gains were maintained over time, with no significant increase or decline after the intervention concluded.

Overall, these findings confirm that the experiential learning intervention produced significant and lasting improvements in students' social skills, with effects persisting beyond the immediate post-intervention period and showing stability over time.

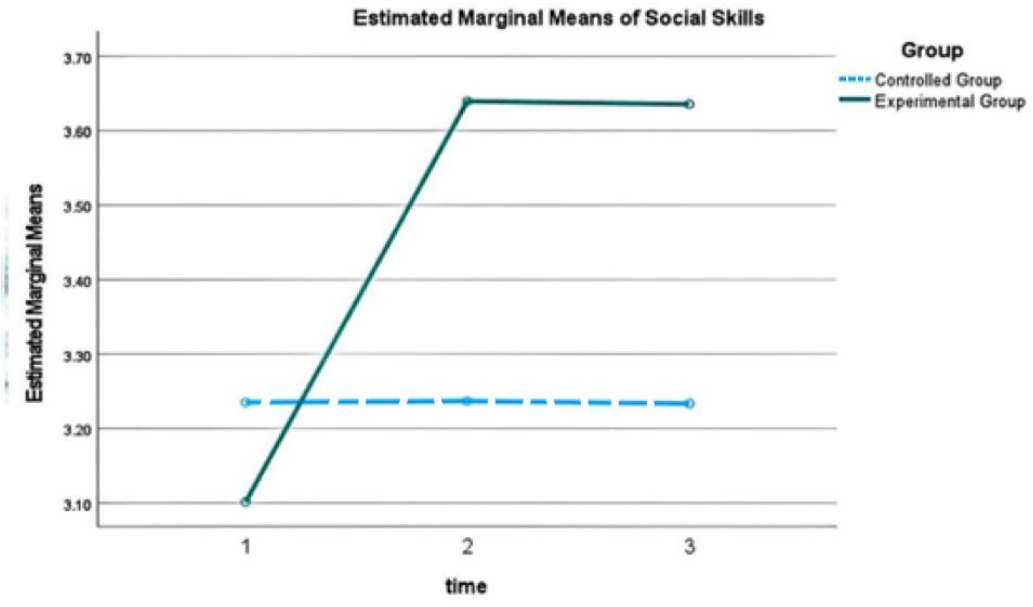

FIGURE 4 Changes in Estimated Marginal Means of Social Skills across Three Time Points in Experimental and Control Groups

Figure 4 illustrates the estimated marginal means of social skills across three time points—pre-test (Time 1), post-test (Time 2), and follow-up (Time 3)—for both the experimental and control groups.

The experimental group demonstrated a substantial increase in social skills scores from pre-test to post-test, followed by a slight plateau at the follow-up stage, indicating that the initial improvement was sustained over time. This trend reflects the immediate and lasting impact of the experiential learning intervention.

In contrast, the control group exhibited minimal variation across the three time points, with scores remaining relatively stable throughout. This flat trend suggests that, without the intervention, no significant development in social skills occurred.

TABLE 13 Mauchly's test of sphericity (Cooperation)

Measure: Cooperation							
Within Subjects Effect	Mauchly's W	Approx. Chi-Square	df	Sig.	Epsilon		
					Greenhouse-Geisser	Huynh-Feldt	Lower-bound
time	0.156	165.196	2	***	0.542	0.550	0.500

Note. *** p < 0.001; ** p < 0.01; * p < 0.05.

Table 13 presents the results of Mauchly's test of sphericity for the cooperation component measured across three time points (pre-test, post-test, and follow-up). The test yielded W = 0.156, χ^2 (2) = 165.196, p < .001, indicating a significant violation of the sphericity assumption.

To address this violation and ensure the validity of subsequent repeated-measures analyses, the Greenhouse–Geisser correction was applied, with an epsilon (ε) value of 0.542. This correction adjusts the degrees of freedom, thereby enhancing the robustness and interpretability of the GLM results.

TABLE 14 Tests of within-subjects effects (Cooperation)

Measure: Cooperation							
Source		Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
time	Greenhouse-Geisser	4.790	1.085	4.415	185.319	***	0.673
time * Group	Greenhouse-Geisser	4.751	1.085	4.380	183.821	***	0.671
Error(time)	Greenhouse-Geisser	2.326	97.628	0.024			

Note. *** p < 0.001; ** p < 0.01; * p < 0.05.

Table 14 presents the results of the within-subjects effects analysis for the cooperation component, conducted using repeated measures ANOVA with the Greenhouse–Geisser correction.

The main effect of time was statistically significant, F (1.085, 97.628) = 185.319, $p < .001$, with a partial eta squared (η^2) of 0.673, indicating a large effect size. This suggests that students' cooperation levels changed significantly across the three time points (pre-test, post-test, and follow-up).

Additionally, the interaction effect between time and group was also significant, F(1.085, 97.628) = 183.821, $p < .001$, $\eta^2 = 0.671$. This indicates that the experimental and control groups exhibited significantly different patterns of change over time, providing strong evidence that the experiential learning intervention had a substantial impact on improving students' cooperation skills.

TABLE 15 Tests of between-subjects effects (Cooperation)

Measure:	Cooperation					
Transformed Variable:	Average					
Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Intercept	3321.068	1	3321.068	6394.392	***	0.986
Group	2.122	1	2.122	4.085	*	0.043
Error	46.743	90	0.519			

Note. *** $p < 0.001$; ** $p < 0.01$; * $p < 0.05$.

Table 15 presents the results of the between-subjects effects analysis for the cooperation component. The main effect of group on overall cooperation scores was statistically significant, F (1, 90) = 4.085, $p < .05$, with a partial eta squared (η^2) of 0.043, indicating a small to medium effect size.

This finding suggests that students in the experimental group demonstrated significantly higher levels of cooperation compared to those in the control group, providing further support for the effectiveness of the experiential learning intervention in enhancing cooperation skills.

TABLE 16 Pairwise comparisons between groups (Cooperation)

Measure:	Cooperation				
(I) Group	(J) Group	Mean	Std.	Sig.	95% Confidence

		Difference (I-J)	Error		Interval for Difference	
					Lower Bound	Upper Bound
Controlled Group	Experimental Group	-0.175	0.087	*	-0.348	-0.003
Experimental Group	Controlled Group	0.175	0.087	*	0.003	0.348

Note. *** p < 0.001; ** p < 0.01; * p < 0.05.

Table 16 presents the results of pairwise comparisons of cooperation scores between the experimental and control groups. After the intervention, the experimental group exhibited significantly higher cooperation scores compared to the control group, with a mean difference of 0.175 (SE = 0.087), p < .05. The 95% confidence interval for the difference ranged from 0.003 to 0.348, excluding zero and thus confirming statistical significance.

This result provides further evidence for the practical effectiveness of the experiential learning intervention in enhancing students' cooperation skills.

TABLE 17 Pairwise comparisons among times (Cooperation)

Measure: Cooperation

(I) time	(J) time	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval for Difference	
					Lower Bound	Upper Bound
1	2	-0.284	0.019	***	-0.331	-0.236
	3	-0.275	0.021	***	-0.326	-0.224
2	1	0.284	0.019	***	0.236	0.331
	3	0.009	0.005	0.261	-0.004	0.021
3	1	0.275	0.021	***	0.224	0.326
	2	-0.009	0.005	0.261	-0.021	0.004

Note. Time 1 = pre-test; Time 2 = post-test; Time 3 = follow-up; *** p < 0.001; ** p < 0.01; * p < 0.05.

Table 17 presents the results of pairwise comparisons across the three measurement time points (pre-test, post-test, and follow-up) for students' cooperation scores.

A statistically significant improvement was observed from pre-test to post-test, with a mean difference of 0.284 ($p < .001$, 95% CI [0.236, 0.331]), and from pre-test to follow-up, with a mean difference of 0.275 ($p < .001$, 95% CI [0.224, 0.326]). These findings indicate that the experiential learning intervention led to a substantial and lasting enhancement in students' cooperation skills.

In contrast, the difference between post-test and follow-up scores was not statistically significant (mean difference = 0.009, $p = .261$, 95% CI [-0.004, 0.021]), suggesting that the gains achieved immediately after the intervention were effectively maintained over time without significant decline or further increase.

Overall, these results provide robust evidence for the sustained positive effect of the intervention on improving students' cooperation, with stable performance observed during the follow-up period.

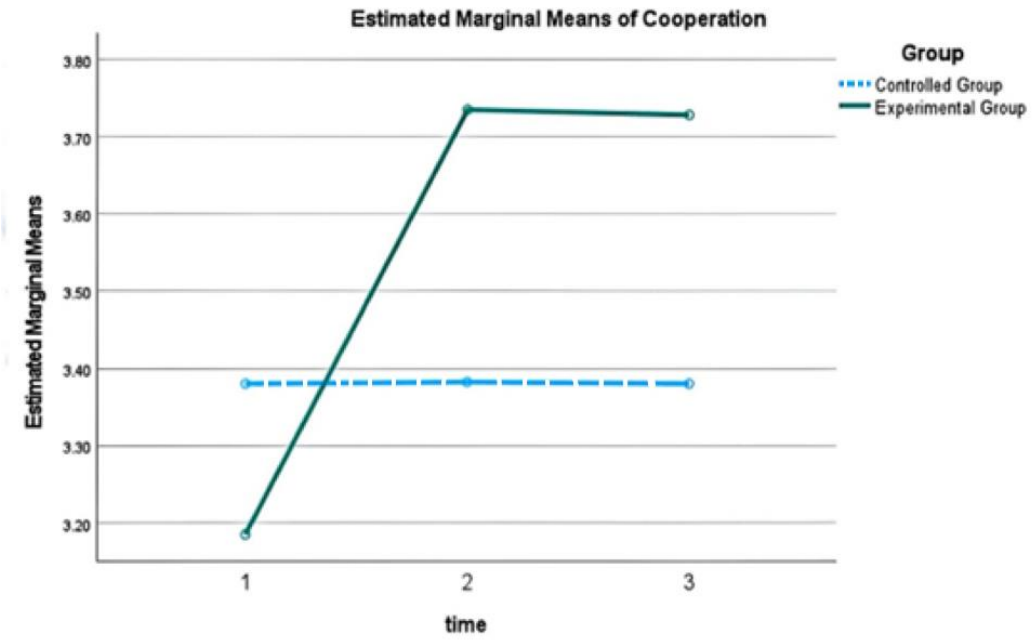

FIGURE 5 Changes in Estimated Marginal Means of Cooperation across Three Time Points in Experimental and Control Groups

Figure 5 illustrates the estimated marginal means of cooperation scores across the three measurement time points for both the experimental and control groups.

In the experimental group, cooperation scores showed a marked increase from pre-test (Time Point 1) to post-test (Time Point 2), followed by a slight plateau at the follow-up

stage (Time Point 3). This trajectory indicates that the experiential learning intervention had a significant short-term effect on enhancing students' cooperation skills and that these gains were successfully maintained over time.

In contrast, the control group exhibited minimal variation in cooperation scores across all three time points, with the line remaining nearly flat. This pattern suggests that, in the absence of the intervention, students did not demonstrate meaningful improvement in their cooperation abilities.

TABLE 18 Mauchly's test of sphericity (Assertion)

Measure: Assertion							
Within Subjects Effect	Mauchly's W	Approx. Chi-Square	df	Sig.	Epsilon		
					Greenhouse-Geisser	Huynh-Feldt	Lower-bound
time	0.065	243.684	2	***	0.517	0.523	0.500

Note. *** $p < 0.001$; ** $p < 0.01$; * $p < 0.05$.

Table 18 presents the results of Mauchly's test of sphericity for the assertion component. The test indicated a significant violation of the sphericity assumption for the within-subjects factor of time, $W = 0.065$, $\chi^2 (2) = 243.684$, $p < .001$.

As a result, the Greenhouse–Geisser correction was applied to adjust the degrees of freedom, with an epsilon (ε) value of 0.517. This correction ensures the validity and robustness of subsequent repeated-measures ANOVA analyses for the assertion variable.

TABLE 19 Tests of within-subjects effects (Assertion)

Measure: Assertion							
Source		Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
time	Greenhouse-Geisser	5.421	1.033	5.246	148.890	***	0.623
time * Group	Greenhouse-Geisser	5.302	1.033	5.131	145.630	***	0.618
Error(time)	Greenhouse-Geisser	3.277	93.009	0.035			

Note. *** $p < 0.001$; ** $p < 0.01$; * $p < 0.05$.

Table 19 presents the results of the within-subjects effects analysis for the assertion component, using the Greenhouse–Geisser correction due to the violation of the sphericity assumption.

The main effect of time was statistically significant, F (1.033, 93.009) = 148.890, $p < .001$, with a partial eta squared (η^2) of 0.623, indicating a strong effect of time on students' levels of assertiveness.

Additionally, the interaction effect between time and group was also statistically significant, F (1.033, 93.009) = 145.630, $p < .001$, partial $\eta^2 = 0.618$. This result suggests that the pattern of change in assertiveness over time differed significantly between the experimental and control groups.

These findings provide strong support for the effectiveness of the experiential learning intervention in promoting assertiveness development over time.

TABLE 20 Tests of between-subjects effects (Assertion)

Measure:	Assertion					
Transformed Variable:	Average					
Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Intercept	2956.998	1	2956.998	4635.238	***	0.981
Group	5.287	1	5.287	8.288	***	0.084
Error	57.414	90	0.638			

Note. *** $p < 0.001$; ** $p < 0.01$; * $p < 0.05$.

Table 20 presents the results of the between-subjects effects analysis for the assertion component. The main effect of group was statistically significant, F (1, 90) = 8.288, $p < .001$, with a partial eta squared (η^2) of 0.084, indicating a medium effect size.

This finding demonstrates that students in the experimental group achieved significantly higher levels of assertiveness compared to those in the control group. The result provides additional evidence supporting the positive impact of the experiential learning intervention on the development of students' assertiveness skills.

TABLE 21 Pairwise comparisons between groups (Assertion)

Measure: Assertion						
(I) Group	(J) Group	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval for Difference	
					Lower Bound	Upper Bound
Controlled Group	Experimental Group	-0.277	0.096	***	-0.468	-0.086
Experimental Group	Controlled Group	0.277	0.096	***	0.086	0.468

Note. *** p < 0.001; ** p < 0.01; * p < 0.05.

Table 21 presents the results of pairwise comparisons between the experimental and control groups for the assertion component. The experimental group demonstrated significantly higher levels of assertiveness than the control group, with a mean difference of 0.277 (SE = 0.096), p < .001, and a 95% confidence interval ranging from 0.086 to 0.468.

This statistically significant difference suggests that the experiential learning intervention had a meaningful impact on students' assertiveness. The lower average score in the control group further reinforces the intervention's effectiveness, as the improvement in the experimental group was both substantial and clearly distinguishable.

TABLE 22 Pairwise comparisons among times (Assertion)

Measure: Assertion						
(I) time	(J) time	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval for Difference	
					Lower Bound	Upper Bound
1	2	-0.299	0.024	***	-0.358	-0.240
	3	-0.296	0.024	***	-0.355	-0.236
2	1	0.299	0.024	***	0.240	0.358
	3	0.003	0.004	1.000	-0.006	0.012
3	1	0.296	0.024	***	0.236	0.355
	2	-0.003	0.004	1.000	-0.012	0.006

Note. Time 1 = pre-test; Time 2 = post-test; Time 3 = follow-up; *** p < 0.001; ** p < 0.01; * p < 0.05.

Table 22 presents the results of pairwise comparisons across the three measurement time points for the assertion component.

A statistically significant improvement in assertion was observed from pre-test to post-test (mean difference = 0.299, p < .001, 95% CI [0.240, 0.358]) and from pre-test to follow-up (mean difference = 0.296, p < .001, 95% CI [0.236, 0.355]). These findings indicate that the intervention led to substantial and lasting gains in students' assertiveness skills.

In contrast, the difference between post-test and follow-up scores was not statistically significant (mean difference = 0.003, p = 1.000, 95% CI [-0.006, 0.012]), suggesting that the gains achieved immediately after the intervention were well maintained over time, with no significant increase or decline during the follow-up period.

Overall, these results provide strong evidence for the long-term effectiveness of the experiential learning model in enhancing students' assertion skills—one of the five core components of social competence targeted in the intervention.

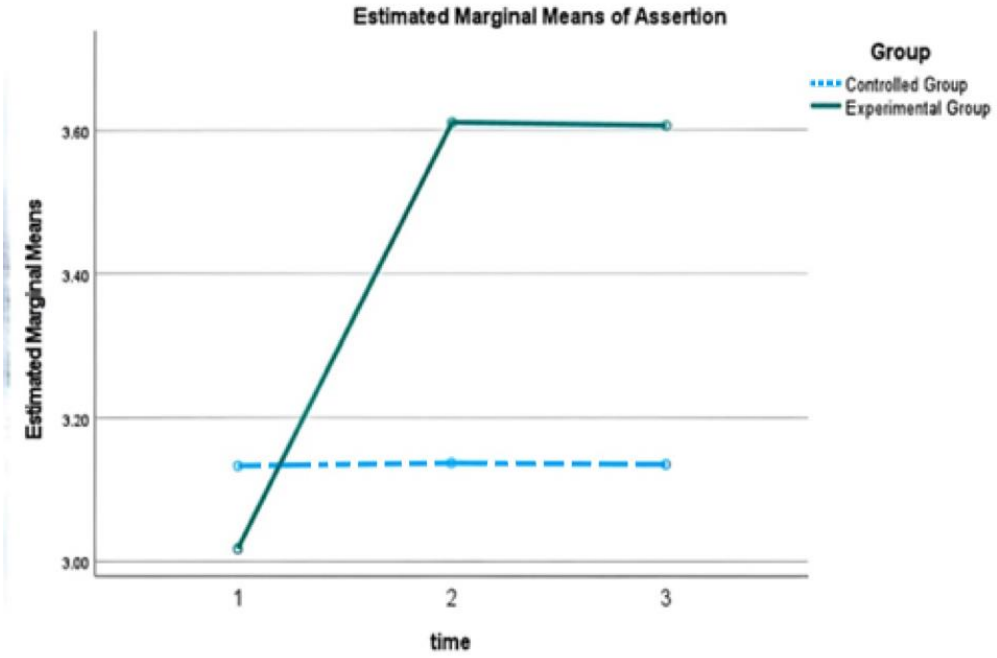

FIGURE 6 Changes in Estimated Marginal Means of Assertion across Three Time Points in Experimental and Control Groups

Figure 6 illustrates the estimated marginal means of assertion scores across three time points for both the experimental and control groups.

In the experimental group, assertion scores increased markedly from the pre-test (Time 1) to the post-test (Time 2), and remained stable through the follow-up period (Time 3). This trend indicates that the experiential learning intervention had a significant short-term effect on improving assertion and that the positive outcomes were maintained over time.

In contrast, the control group exhibited minimal change in assertion scores across all three measurement points, showing a nearly flat trajectory. This suggests that, without the intervention, students did not experience meaningful improvement in the development of assertion skills.

TABLE 23 Mauchly's test of sphericity (Responsibility)

Measure: Responsibility

Within Subjects Effect	Mauchly's W	Approx. Chi-Square	df	Sig.	Epsilon		
					Greenhouse-Geisser	Huynh-Feldt	Lower-bound
time	0.127	183.617	2	***	0.534	0.541	0.500

Note. *** $p < 0.001$; ** $p < 0.01$; * $p < 0.05$.

Table 23 presents the results of Mauchly's test of sphericity for the responsibility component. The test revealed a significant violation of the sphericity assumption, $W = 0.127$, $\chi^2 (2) = 183.617$, $p < .001$, indicating that the assumption was not met and that corrections were required to reduce the risk of Type I error.

Among the available correction methods, the Greenhouse–Geisser epsilon was 0.534, the Huynh–Feldt epsilon was 0.541, and the lower-bound was 0.500. Based on these values, the Greenhouse–Geisser correction was applied in the subsequent repeated-measures ANOVA to ensure valid statistical inference and improved robustness of the results.

TABLE 24 Tests of within-subjects effects (Responsibility)

Measure: Responsibility

Source		Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
time	Greenhouse-Geisser	3.002	1.068	2.812	205.398	***	0.695
time * Group	Greenhouse-Geisser	2.942	1.068	2.755	201.293	***	0.691
Error(time)	Greenhouse-Geisser	1.316	96.105	0.014			

Note. *** p < 0.001; ** p < 0.01; * p < 0.05.

Table 24 presents the results of the within-subjects effects analysis using the General Linear Model for the responsibility component.

The main effect of time was highly significant, F (1.068, 96.105) = 205.398, p < .001, with a partial eta squared (η^2) of 0.695, indicating a strong effect of time on students' responsibility scores across the three measurement points. This suggests that students' sense of responsibility changed significantly over time.

In addition, the interaction effect between time and group was also statistically significant, F (1.068, 96.105) = 201.293, p < .001, partial η^2 = 0.691. This result indicates that the pattern of change in responsibility differed significantly between the experimental and control groups, providing strong evidence that the experiential learning intervention had a substantial positive impact on the development of students' responsibility.

TABLE 25 Tests of between-subjects effects (Responsibility)

Measure:	Responsibility					
Transformed Variable:	Average					
Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Intercept	3198.044	1	3198.044	4913.465	***	0.982
Group	3.687	1	3.687	5.665	*	0.059
Error	58.579	90	0.651			

Note. *** p < 0.001; ** p < 0.01; * p < 0.05.

Table 25 presents the results of the between-subjects effects analysis for the responsibility component. The main effect of group was statistically significant, $F(1, 90) = 5.665$, $p < .05$, with a partial eta squared (η^2) of 0.059, indicating a small to moderate effect size.

This result suggests that, independent of the time factor, students in the experimental group demonstrated significantly higher overall responsibility scores compared to those in the control group. The finding provides further evidence supporting the effectiveness of the experiential learning intervention in enhancing students' sense of responsibility.

TABLE 26 Pairwise comparisons between groups (Responsibility)

Measure: Responsibility

(I) Group	(J) Group	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval for Difference	
					Lower Bound	Upper Bound
Controlled Group	Experimental Group	-0.231	0.097	*	-0.424	-0.038
Experimental Group	Controlled Group	0.231	0.097	*	0.038	0.424

Note. *** $p < 0.001$; ** $p < 0.01$; * $p < 0.05$.

Table 26 presents the results of pairwise comparisons between the experimental and control groups for the responsibility component. The experimental group scored significantly higher than the control group, with a mean difference of 0.231 (SE = 0.097), $p < .05$, and a 95% confidence interval ranging from 0.038 to 0.424.

This statistically significant difference provides further support for the positive impact of the experiential learning intervention in enhancing students' sense of responsibility. The results highlight the practical effectiveness of the program in fostering this core social skill.

TABLE 27 Pairwise comparisons among times (Responsibility)

Measure: Responsibility

(I) time	(J) time	Mean	Std. Error	Sig.	95% Confidence

		Difference (I-J)			Interval for Difference	
					Lower Bound	Upper Bound
1	2	-0.224	0.015	***	-0.261	-0.187
	3	-0.218	0.015	***	-0.256	-0.181
2	1	0.224	0.015	***	0.187	0.261
	3	0.005	0.003	0.292	-0.002	0.013
3	1	0.218	0.015	***	0.181	0.256
	2	-0.005	0.003	0.292	-0.013	0.002

Note. Time 1 = pre-test; Time 2 = post-test; Time 3 = follow-up; *** $p < 0.001$; ** $p < 0.01$; * $p < 0.05$.

Table 27 presents the results of pairwise comparisons across the three time points for the responsibility component, illustrating the temporal progression of students' sense of responsibility.

Statistically significant improvements were found from pre-test to post-test (mean difference = 0.224, $p < .001$, 95% CI [0.187, 0.261]) and from pre-test to follow-up (mean difference = 0.218, $p < .001$, 95% CI [0.181, 0.256]). These findings indicate that the intervention led to substantial and immediate gains in students' responsibility.

In contrast, the difference between post-test and follow-up was not statistically significant (mean difference = 0.005, $p = .292$, 95% CI [—0.002, 0.013]), suggesting that the improvements achieved after the intervention were maintained over time, without further increase or decline.

Overall, the results provide strong evidence that the experiential learning model was effective in fostering both short-term and sustained improvements in students' sense of responsibility.

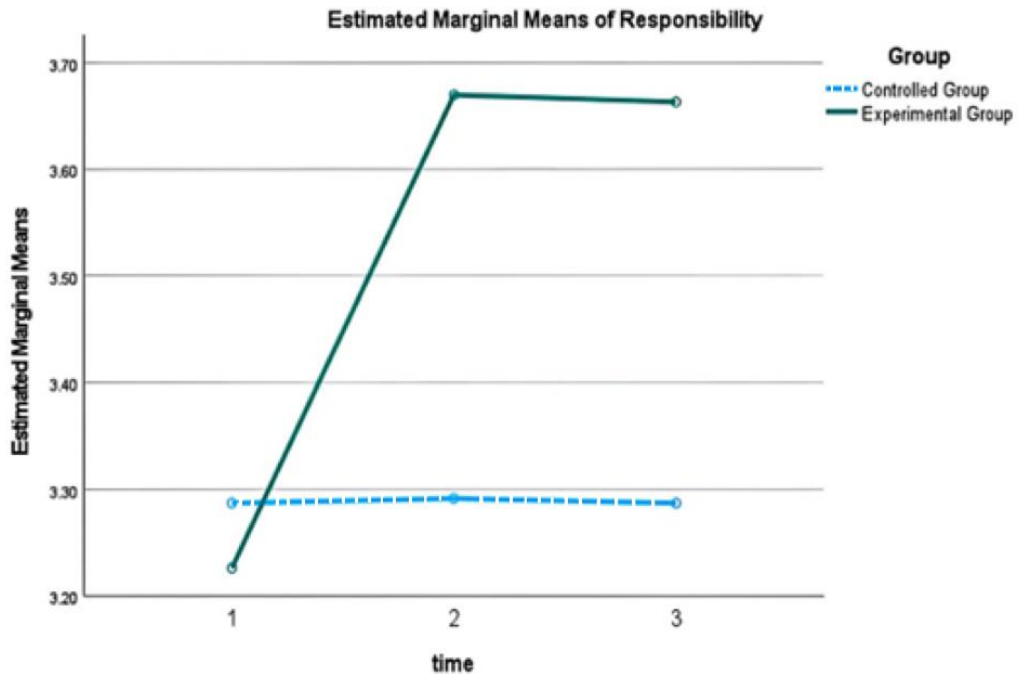

FIGURE 7 Changes in Estimated Marginal Means of Responsibility across Three Time Points in Experimental and Control Groups

Figure 7 visually depicts the estimated marginal means of responsibility scores across the three measurement time points for both the experimental and control groups.

In the experimental group, responsibility scores increased markedly from the pre-test (Time Point 1) to the post-test (Time Point 2), and remained stable during the follow-up period (Time Point 3). This trend suggests that the experiential learning intervention had a significant short-term effect on enhancing students' sense of responsibility, and that the gains were sustained over time.

In contrast, the control group exhibited minimal changes in responsibility scores across all three time points, reflecting a relatively flat trajectory. This indicates that, in the absence of the intervention, students did not show notable improvement in the development of responsibility.

TABLE 28 Mauchly's test of sphericity (Empathy)

Measure:	Empathy						
					Epsilon		
Within Subjects Effect	Mauchly's W	Approx. Chi-Square	df	Sig.	Greenhouse-Geisser	Huynh-Feldt	Lower-bound

time	0.043	279.720	2	***	0.511	0.517	0.500

Note. *** p < 0.001; ** p < 0.01; * p < 0.05.

Table 28 presents the results of Mauchly's test of sphericity for the time factor within the empathy component. The test indicated a significant violation of the sphericity assumption, W = 0.043, χ^2 (2) = 279.720, p < .001, suggesting that the variances of the differences between time points were not equal.

Accordingly, the Greenhouse–Geisser correction was applied, with an epsilon (ε) value of 0.511. This adjustment was necessary to correct for the violation and reduce the risk of Type I error, thereby enhancing the statistical validity and robustness of the repeated-measures analysis.

TABLE 29 Tests of within-subjects effects (Empathy)

Measure:		Empathy					
Source		Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
time	Greenhouse-Geisser	3.572	1.022	3.494	121.716	***	0.575
time * Group	Greenhouse-Geisser	3.801	1.022	3.719	129.535	***	0.590
Error(time)	Greenhouse-Geisser	2.641	91.985	0.029			

Note. *** p < 0.001; ** p < 0.01; * p < 0.05.

Table 29 presents the results of the within-subjects effects analysis for the empathy component, using the Greenhouse–Geisser correction.

The main effect of time was statistically significant, F (1.022, 91.985) = 121.716, p < .001, with a partial eta squared (η^2) of 0.575, indicating a moderate to large effect. This suggests that students' empathy levels changed significantly across the three measurement points.

In addition, the interaction effect between time and group was also significant, F (1.022, 91.985) = 129.535, p < .001, with a partial eta squared (η^2) of 0.590. This indicates that the pattern of change in empathy over time differed significantly between the experimental and control groups.

Together, these findings demonstrate that the experiential learning intervention produced meaningful improvements in empathy that were both time-dependent and group-specific.

TABLE 30 Tests of between-subjects effects (Empathy)

Measure: Transformed Variable:	Empathy Average					
Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Intercept	3137.740	1	3137.740	4833.580	***	0.982
Group	2.922	1	2.922	4.502	*	0.048
Error	58.424	90	0.649			

Note. *** $p < 0.001$; ** $p < 0.01$; * $p < 0.05$.

Table 30 presents the results of the between-subjects effects analysis for the empathy component. The main effect of group was statistically significant, $F(1, 90) = 4.502$, $p < .05$, with a partial eta squared (η^2) of 0.048, indicating a small to moderate effect size.

This result suggests that, regardless of time, students in the experimental group exhibited significantly higher overall empathy levels than those in the control group. The significant group difference supports the effectiveness of the experiential learning model in enhancing empathy among primary school students.

TABLE 31 Pairwise comparisons between groups (Empathy)

Measure:	Empathy					
(I) Group	(J) Group	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval for Difference	
					Lower Bound	Upper Bound
Controlled Group	Experimental Group	-0.206	0.097	*	-0.398	-0.013
Experimental Group	Controlled Group	0.206	0.097	*	0.013	0.398

Note. *** $p < 0.001$; ** $p < 0.01$; * $p < 0.05$.

Table 31 presents the results of the pairwise comparison between groups for the empathy component. The experimental group demonstrated significantly higher empathy scores than the control group, with a mean difference of 0.206 (SE = 0.097), $p < .05$, and a 95% confidence interval of [0.013, 0.398].

This statistically significant difference further confirms the effectiveness of the experiential learning model in fostering empathy among students. The result not only indicates a meaningful inter-group effect but also reinforces the intervention's practical value in promoting social-emotional development.

TABLE 32 Pairwise comparisons among times (Empathy)

Measure: Empathy						
(I) time	(J) time	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval for Difference	
					Lower Bound	Upper Bound
1	2	-0.242	0.022	***	-0.295	-0.189
	3	-0.24	0.022	***	-0.294	-0.187
2	1	0.242	0.022	***	0.189	0.295
	3	0.002	0.003	1.000	-0.004	0.009
3	1	0.24	0.022	***	0.187	0.294
	2	-0.002	0.003	1.000	-0.009	0.004

Note. Time 1 = pre-test; Time 2 = post-test; Time 3 = follow-up; *** $p < 0.001$; ** $p < 0.01$; * $p < 0.05$.

Table 32 presents the results of pairwise comparisons across the three measurement points for the empathy dimension. A significant increase in students' empathy levels was observed from pre-test to post-test (mean difference = 0.242, $p < .001$), and from pre-test to follow-up (mean difference = 0.240, $p < .001$), indicating that the intervention produced both immediate and sustained effects.

Importantly, the difference between post-test and follow-up was not statistically significant (mean difference = 0.002, $p = 1.000$), suggesting that the improvement in empathy was maintained over time without any observable decline. These findings provide strong support for the lasting impact of the intervention on enhancing students' empathy.

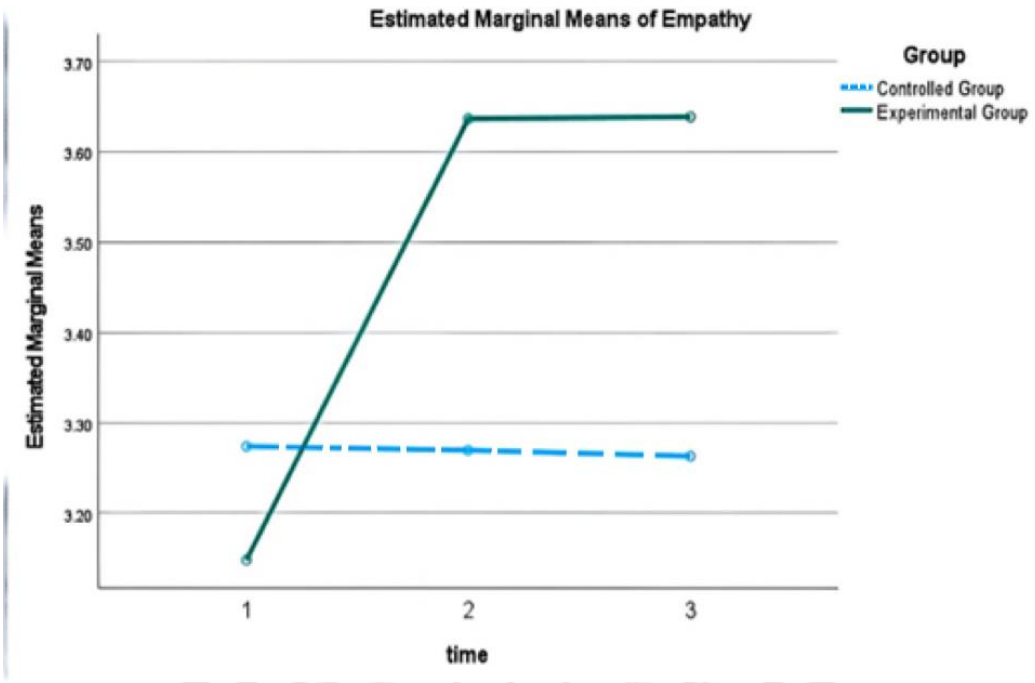

FIGURE 8 Changes in Estimated Marginal Means of Empathy across Three Time Points in Experimental and Control Groups

Figure 8 illustrates the trends in empathy scores across the three measurement points. In the experimental group, empathy scores increased significantly from the pre-test (Time 1) to the post-test (Time 2) and remained stable at the follow-up stage (Time 3). This pattern indicates that the intervention had an immediate positive impact on students' empathy and that the effect was sustained over time.

In contrast, the control group's empathy scores remained relatively unchanged across all three time points, displaying a flat trajectory. This suggests that, in the absence of the intervention, no meaningful improvement in empathy development occurred.

TABLE 33 Mauchly's test of sphericity (Self-control)

Measure: Self-control							
Within Subjects Effect	Mauchly's W	Approx. Chi-Square	df	Sig.	Epsilon		
					Greenhouse-Geisser	Huynh-Feldt	Lower-bound
time	0.052	262.945	2	***	0.513	0.520	0.500

Note. *** p < 0.001; ** p < 0.01; * p < 0.05.

Table 33 presents the results of Mauchly's test of sphericity for the time variable in the analysis of self-control, one of the key components of social skills. The test indicated a significant violation of the sphericity assumption, W = 0.052, χ^2 (2) = 262.945, p < .001. As a result, the Greenhouse–Geisser correction was applied (ε = 0.513) to adjust the degrees of freedom. This correction ensures the validity and reliability of the repeated-measures analysis by minimizing the risk of Type I error due to sphericity violations.

TABLE 34 Tests of within-subjects effects (Self-control)

Measure:	Self-control						
Source		Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
time	Greenhouse-Geisser	5.540	1.027	5.396	195.321	***	0.685
time * Group	Greenhouse-Geisser	5.501	1.027	5.357	193.926	***	0.683
Error(time)	Greenhouse-Geisser	2.553	92.408	0.028			

Note. *** p < 0.001; ** p < 0.01; * p < 0.05.

Table 34 presents the results of the within-subjects effects analysis for the self-control component using the Greenhouse–Geisser correction. The main effect of time was statistically significant, F (1.027, 92.408) = 195.321, p < .001, with a large effect size (partial η^2 = .685), indicating substantial changes in self-control scores across the three measurement points (pre-test, post-test, and follow-up).

Additionally, the interaction effect between time and group was also significant, F (1.027, 92.408) = 193.926, p < .001, partial η^2 = .683. This suggests that the trajectory of change in self-control differed markedly between the experimental and control groups. The findings indicate that the intervention explained approximately 68.3% of the variance in self-control development, highlighting its strong and sustained impact.

TABLE 35 Tests of between-subjects effects (Self-control)

Measure:	Self-control
Transformed Variable:	Average

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Intercept	2853.827	1	2853.827	3906.452	***	0.977
Group	3.641	1	3.641	4.984	*	0.052
Error	65.749	90	0.731			

Note. *** p < 0.001; ** p < 0.01; * p < 0.05.

Table 35 presents the results of the between-subjects effects analysis for self-control. The main effect of group was statistically significant, F(1, 90) = 4.984, p < .05, with a partial eta squared (η^2) of .052. This indicates a significant difference in overall self-control scores between the experimental and control groups. While the effect size is considered small to moderate, the statistical significance supports the conclusion that the experiential learning intervention had a positive and measurable impact on students' self-control.

TABLE 36 Pairwise comparisons between groups (Self-control)

Measure: Self-control

(I) Group	(J) Group	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval for Difference	
					Lower Bound	Upper Bound
Controlled Group	Experimental Group	-0.23	0.103	*	-0.434	-0.025
Experimental Group	Controlled Group	0.23	0.103	*	0.025	0.434

Note. *** p < 0.001; ** p < 0.01; * p < 0.05.

Table 36 presents the results of the pairwise comparisons between the experimental and control groups for self-control. A statistically significant difference was observed, with the experimental group scoring higher than the control group (Mean Difference = 0.230, SE = 0.103, p < .05, 95% CI [0.025, 0.434]). This result further supports the conclusion that the intervention had a positive effect on enhancing students' self-control, indicating improved behavioral regulation in the experimental group over the measurement period.

TABLE 37 Pairwise comparisons among times (Self-control)

Measure: Self-control

(I) time	(J) time	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval for Difference	
					Lower Bound	Upper Bound
1	2	-0.3	0.021	***	-0.352	-0.248
	3	-0.301	0.022	***	-0.354	-0.248
2	1	0.3	0.021	***	0.248	0.352
	3	-0.001	0.003	1.000	-0.008	0.006
3	1	0.301	0.022	***	0.248	0.354
	2	0.001	0.003	1.000	-0.006	0.008

Note. Time 1 = pre-test; Time 2 = post-test; Time 3 = follow-up; *** $p < 0.001$; ** $p < 0.01$; * $p < 0.05$.

Table 37 presents the results of pairwise comparisons across the three measurement points for self-control. Significant improvements were observed from pre-test to post-test (Mean Difference = 0.300, SE = 0.021, $p < .001$) and from pre-test to follow-up (Mean Difference = 0.301, SE = 0.022, $p < .001$), indicating a rapid enhancement in self-control immediately after the intervention, which was sustained over time. The comparison between post-test and follow-up revealed no statistically significant difference (Mean Difference = 0.001, SE = 0.003, $p = 1.000$), suggesting that the gains in self-control were stable and maintained throughout the follow-up period.

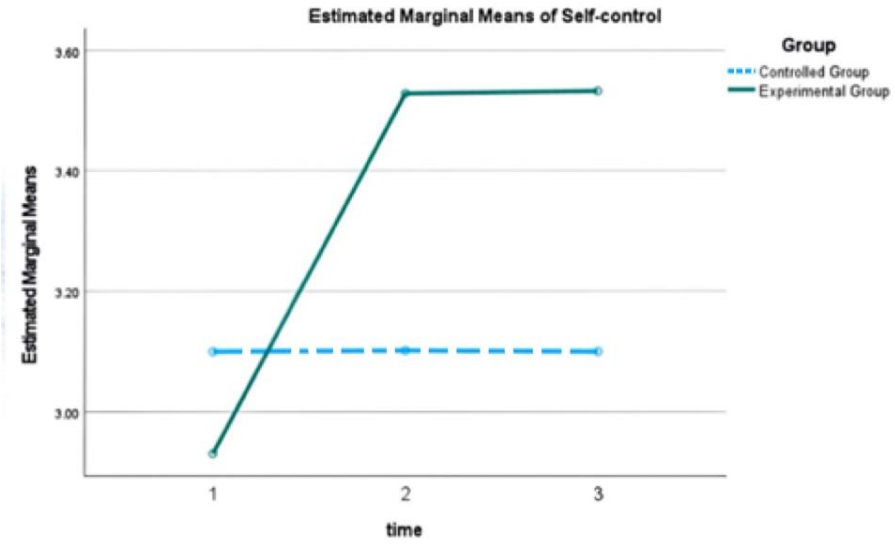

FIGURE 9 Changes in Estimated Marginal Means of Self-control across Three Time Points in Experimental and Control Groups

Figure 9 illustrates the trajectory of self-control scores across the three time points. In the experimental group, self-control scores increased markedly from the pre-test (Time 1) to the post-test (Time 2) and remained stable at the follow-up (Time 3), indicating both immediate gains and sustained effects of the experiential learning model. In contrast, the control group showed minimal changes, maintaining a flat trend across all three assessments, suggesting a lack of meaningful progress in the absence of intervention.

To evaluate these changes, a General Linear Model (GLM) repeated measures ANOVA was conducted. The analysis revealed a significant main effect of time, indicating meaningful changes in self-control across the three measurement points. A significant main effect of group was also found, reflecting consistent differences between the experimental and control groups. Most importantly, a significant time-by-group interaction confirmed that the developmental trajectories of self-control differed significantly between the two groups, providing strong evidence that the observed improvement was attributable to the intervention.

In summary, supported by multiple statistical analyses, this study provides strong empirical evidence for the effectiveness and lasting impact of the experiential teaching model in promoting the social skills of primary school students.

CHAPTER 5
CONCLUSIONS AND DISCUSSION

This study explored and developed an experiential learning model aimed at enhancing social skills among primary school students in China. The key findings were summarized as follows:

5.1 Summary of the Study

5.1.1 Objectives of the Study

1) To study the definition and components of social skills among primary school students.

2) To develop an Experiential Learning model for enhancing social skills in primary school students.

3) To evaluate the effectiveness of the Experiential Learning model in enhancing the social skills of primary school students.

5.1.2 Research hypotheses

Hypothesis 1:

In the experimental group, students' social skills after receiving the experiential learning model and after the follow-up period are higher than before the experiment.

Hypothesis 2:

In the experimental group, students' social skills after receiving the experiential learning model and after the follow-up period are higher than those of the students in the control group.

5.1.3 Research Tools

1) Social Skills Questionnaire for Primary School Students

This questionnaire was used to assess students' social skill levels before, during, and after completing the experiential learning model, serving as a consistent instrument across the pre-test, post-test, and follow-up phases.

2) Semi-Structured Expert Interview Guide

This guide was used to facilitate expert interviews with the aim of clearly identifying and defining the key components of social skills prior to the development of the experiential learning model.

3) Experiential Teaching Model Lesson Plan

This structured lesson plan specified learning objectives, instructional content, materials, activities, conclusions, and evaluation methods, ensuring consistent implementation and effective enhancement of students' social skills.

5.1.4 Research Methodology

This was a quasi-experimental study with the experiential learning model as the independent variable and students' social skills as the dependent variable. The research was conducted in three phases: Phase 1: Studying the definition and components of social skills among primary school students; Phase 2: Developing an experiential learning model for enhancing the social skills among primary school students; and Phase 3: Evaluating the effectiveness of the experiential learning model in enhancing the social skills of primary school students.

A total of 92 fourth-grade students from two intact classes at a public primary school in Wuhan were selected through simple random sampling and assigned to either an experimental or control group. The experimental group received 12 experiential learning lessons over four weeks, integrated into their regular music curriculum, while the control group continued with standard instruction. Data were collected at three time points—pre-test, post-test, and follow-up—using the revised SSIS-RS student form and analyzed using descriptive statistics and repeated measures ANOVA (GLM) to assess the intervention's effectiveness.

5.2 Research Conclusion

5.2.1 Phase 1: Studying the definition and components of social skills among primary school students

Social skills among primary school students were identified as comprising five key components: cooperation, assertion, responsibility, empathy, and self-control.

To assess these components, a Social Skills Questionnaire was developed, consisting of 50 items rated on a 5-point Likert scale ranging from “Strongly Disagree” to “Strongly Agree.” The estimated completion time was approximately 30 minutes. The questionnaire demonstrated strong content validity, with an Item-Objective Congruence (IOC) index ranging from 0.80 to 1.00, and high internal consistency, as reflected by an overall reliability coefficient (Cronbach’s alpha) of 0.983.

1) Definition of Social Skills

In this study, social skills are defined as socially appropriate, learned behaviors that enable primary school students to engage effectively with peers, navigate interpersonal situations, and sustain positive social interactions in the classroom and school settings. These skills are considered essential to students’ overall development, influencing not only academic performance but also emotional well-being and social adjustment. The definition adopted in this research highlights observable behaviors that can be explicitly taught, practiced, and assessed within a structured educational context. Shaped by both environmental influences and individual differences, these skills are not innate; rather, they can be systematically developed and progressively strengthened through intentional instructional interventions.

2) Components of Primary Students' Social Skills

Through a systematic literature review and expert interviews, the researcher clearly identified the key components essential for enhancing the social skills of primary school students, as detailed in the following section:

(1) Cooperation refers to the ability of students to engage in collaborative behaviors, such as following rules, sharing resources, participating actively in group tasks, and offering help to peers and teachers. It involves working harmoniously with others to achieve shared goals while maintaining a positive group dynamic.

(2) Assertion refers to students' capacity to express their needs, opinions, and rights clearly and respectfully. It includes initiating social interactions,

advocating for oneself appropriately, and demonstrating confidence without infringing on the rights of others.

(3) Responsibility refers to students' ability to fulfill obligations, complete assigned tasks, and take ownership of their actions and decisions. It encompasses reliability, accountability, and awareness of the consequences of one's behavior in academic and social contexts.

(4) Empathy refers to the ability to recognize, understand, and share the feelings and perspectives of others. It includes showing compassion, offering emotional support, and responding sensitively to others in diverse social situations.

(5) Self-control refers to the capacity to regulate one's emotions, impulses, and behaviors in various social settings. This includes managing frustration, staying calm during conflict, applying appropriate coping strategies, and adapting behavior to meet situational expectations.

3) Developing a semi-structured interview questionnaire

To develop an experiential learning model suited to the social skills development of primary school students in China, the researcher conducted semi-structured interviews with five experts in education and psychology. The interview questions focused on three main areas: the definition and components of social skills in the Chinese context, instructional design recommendations, and assessment methods. Expert feedback was collected and analyzed alongside the results of the literature review. This information provided a theoretical and practical basis for constructing a culturally appropriate and developmentally relevant experiential learning model.

4) Development of the Social Skills Questionnaire

Based on expert interviews and adapted from the SSIS-RS (Gresham & Elliott, 2008) and SSRS (Gresham & Elliott, 1990), the researcher developed a 50-item Social Skills Questionnaire targeting five core components: cooperation, assertion, responsibility, empathy, and self-control. Content validity was assessed by five experts using the Item-Objective Congruence (IOC) method, with IOC values ranging from 0.80 to 1.00. Reliability testing with primary school students yielded a

Cronbach's alpha of 0.984, indicating excellent internal consistency. These findings demonstrate the instrument's validity and reliability for use in the Chinese primary school context.

5.2.2 Phase 2: Developing an experiential learning model for enhancing the social skills of primary school students

Design and Development of the Experiential Learning Model. A 12-lesson experiential learning model was developed based on a literature review and expert interviews. Each lesson followed a three-part structure: Lead-in, Learning Activities Process, and Conclusion, which was purposefully designed to align with Kolb's (1984) experiential learning cycle. Content validity, assessed via the Item-Objective Congruence (IOC) method, yielded high scores (0.80 to 1.00). The program was delivered over four weeks with three 45-minute lessons per week during regular class time, effectively supporting primary school students' developmental needs and promoting their classroom engagement and social skills.

Lead-in (Concrete Experience): Each lesson began with a brief lead-in aimed at activating prior knowledge and introducing the learning theme in an engaging, emotionally supportive context. Strategies such as storytelling, open-ended questions, or music were used to create meaningful and relatable initial experiences. This phase aligned with the Concrete Experience stage of Kolb's experiential learning cycle, offering students a relevant starting point for engaging with the lesson's social skill focus.

Learning Activity Process (Reflective Observation & Abstract Conceptualization): The main body of each lesson integrated both Reflective Observation and Abstract Conceptualization stages of Kolb's experiential learning cycle. Through hands-on activities such as role-playing, cooperative games, rhythm-based tasks, and structured group interactions, students were encouraged to observe peer behaviors, reflect on social dynamics, and begin internalizing key social concepts. While engaging in these collaborative tasks, students compared different communication and problem-solving strategies, fostering reflective thinking. Simultaneously, teachers

guided them to abstract underlying principles—such as cooperation, empathy, or self-control—from the observed behaviors, laying the conceptual groundwork for future application.

Conclusion (Active Experimentation): Each lesson concluded with a guided reflection and extension session designed to support the Active Experimentation stage of Kolb's experiential learning cycle. Students were encouraged to apply the social strategies they had explored during the lesson to real-life contexts, either through role-play extensions, action planning, or discussing how they might handle similar situations in future interactions. Through teacher prompts and peer sharing, students were guided to transfer abstract social concepts—such as cooperation, responsibility, or self-control—into actionable intentions, thereby reinforcing their ability to experiment with newly acquired skills beyond the classroom setting.

Instructional materials included PowerPoint slides, music, role-play scripts, worksheets, and scenario cards. These resources were designed to support experiential learning and align with the five core social skills. Their age-appropriate and varied nature helped create an engaging environment that encouraged active participation and enhanced learning effectiveness.

5.2.3 Phase 3: Evaluating the effectiveness of the experiential learning model in enhancing the social skills of primary school students

1) Pre-test Results of the Social Skills Questionnaire

Pre-tests, post-tests, and follow-up assessments were conducted using the Social Skills Questionnaire for Primary School Students to objectively and comprehensively evaluate changes in students' social skills resulting from the implementation of the experiential learning model. These assessments played a critical role in determining the extent to which the instructional and research objectives were achieved.

Prior to the formal intervention, a pre-test was administered to 92 fourth-grade students participating in the study to establish a baseline for their social skill levels. The pre-test results revealed that, overall, students exhibited a moderate level of

social skills. Among the five components, scores for responsibility and empathy were relatively higher, suggesting that many students demonstrated an initial awareness of rules and a capacity to recognize and respond to others' emotions. In contrast, lower scores were observed in assertion and self-control, indicating that some students lacked confidence in expressing their thoughts and faced challenges in regulating their behavior within social interactions.

2) Survey Results of Social Skills

The results consistently confirmed the effectiveness of the experiential learning model in enhancing primary school students' social skills. Students in the experimental group demonstrated significant and sustained improvements across all five components—cooperation, assertion, responsibility, empathy, and self-control—whereas the control group exhibited no notable changes throughout the study period. Among the five components, the most substantial gains were observed in self-control, followed closely by assertion and cooperation.

These improvements were evident not only immediately after the intervention but also at the follow-up stage, indicating both short-term impact and long-term sustainability. The experimental group consistently outperformed the control group across all time points, suggesting that the observed changes were attributable to the structured experiential learning model rather than to natural development or external factors.

Overall, the findings highlight that core social skills—often considered difficult to develop within traditional classroom settings—can be effectively cultivated through developmentally appropriate, reflective, and engaging experiential instruction. These results provide strong empirical support for the educational value of the proposed model.

5.3 Discussion

5.3.1 Discussion of Phase 1: Studying the definition and components of social skills among primary school students

The first phase of this research involved conceptualizing the construct of social skills among primary school students and identifying its key components. This foundational step was essential to guide the development of appropriate assessment tools and instructional interventions aimed at fostering social competence in the school context.

Social skills, referring to socially appropriate, learned behaviors that enable primary school students to engage effectively with peers, manage interpersonal situations, and maintain positive social interactions in the classroom and school settings, are widely regarded as critical to children's holistic development, contributing significantly to academic success, emotional well-being, and long-term social adaptation (Denham et al., 2009; Zins et al., 2004). For primary school students, social skills play a vital role in facilitating adjustments to the school environment, supporting peer relationships, enhancing classroom participation, and promoting self-regulation.

This definition emphasizes, echoing Gresham & Elliott (1984) and Spence (2003), that social skills are not innate, but able to be taught, modeled, and reinforced through structured educational interventions, aligning with the view of social competence as a developmental outcome shaped by both environmental and individual factors.

These definitions converge on several key elements: learnability, social appropriateness, contextual specificity, and positive interpersonal outcomes, which highlight the importance of integrating social skills instruction into the formal curriculum, particularly at the primary school level when foundational social habits and emotional regulation skills are still developing. The definition shows that social skills can be clearly identified, operationalized, and targeted through educational interventions (Ladd et al, 2006; Merrell & Gimpel, 2014).

Building upon the definition and literature review in Chapter 2, this study identified five core components of social skills among primary school students:

cooperation, assertion, responsibility, empathy, and self-control. These components were selected based on Gresham & Elliott (2008) and Merrell (2001), whose prevalence in empirical literature and relevance to the developmental needs of children in school contexts.

Numerous scholars have developed conceptual frameworks to categorize and assess social skills, reflecting the complexity of these behaviors and their significance in educational and developmental contexts. Among the most widely adopted frameworks is that of Gresham and Elliott (2008), who proposed a five-component model comprising cooperation, assertion, responsibility, empathy, and self-control. This model emphasizes observable and teachable behaviors, making it particularly suitable for educational settings and school-based interventions.

In addition to Gresham and Elliott's model, other scholars have provided complementary perspectives. For example, Caldarella and Merrell (1997) identified five dimensions, which is peer relations, self-management, academic-related behavior, compliance, and assertion, based on a review of school-based behavior. Matson and Wilkins (2009) focused on communication, interpersonal interaction, problem-solving, and conflict resolution as critical components of social functioning. Similarly, Spence (2003) framed social competence as comprising social skills, performance, and adjustment, emphasizing functional outcomes of behavior. Walker et al. (1995) categorized social competence into five domains: self-related behavior, task-related behavior, interpersonal skills, environmental skills, and self-management. Moreover, Riggio (1986) developed the Social Skills Inventory (SSI), which measures emotional and social expressivity, sensitivity, and control, underscoring both interpersonal and intrapersonal dimensions.

Despite the variability in classification, there is substantial convergence among these models in emphasizing a set of core skills crucial for effective interpersonal functioning. These include collaboration, communication, emotional regulation, assertiveness, and responsible conduct—components that align closely with the five-dimensional framework of Gresham and Elliott (2008). Therefore, the present

study adopts this model as its analytical framework. Each component is operationalized as follows:

Cooperation

Cooperation refers to the ability of students to engage in collaborative behaviors, such as following rules, sharing resources, participating actively in group tasks, and offering help to peers and teachers. It involves working harmoniously with others to achieve shared goals while maintaining a positive group dynamic. (Gresham & Elliott, 2008; Caldarella & Merrell, 1997; Wentzel, 1993)

Assertion

Assertion refers to students' capacity to express their needs, opinions, and rights clearly and respectfully. It includes initiating social interactions, advocating for oneself appropriately, and demonstrating confidence without infringing on the rights of others. (Gresham & Elliott, 2008; Matson & Wilkins, 2009; Riggio, 1986)

Responsibility

Responsibility refers to students' ability to fulfill obligations, complete assigned tasks, and take ownership of their actions and decisions. It encompasses reliability, accountability, and awareness of the consequences of one's behavior in academic and social contexts. (Gresham & Elliott, 2008; Walker et al., 1995; Spence, 2003)

Empathy

Empathy refers to the ability to recognize, understand, and share the feelings and perspectives of others. It includes showing compassion, offering emotional support, and responding sensitively to others in diverse social situations. (Gresham & Elliott, 2008; Zins et al., 2004; Eisenberg et al., 2006)

Self-control

Self-control refers to the capacity to regulate one's emotions, impulses, and behaviors in various social settings. This includes managing frustration, staying calm during conflict, applying appropriate coping strategies, and adapting behavior to meet

situational expectations. (Gresham & Elliott, 2008; Denham et al., 2003; Matson & Wilkins, 2009)

These five components represent a balanced view of social competence by encompassing both interpersonal and intrapersonal skills. Each domain targets a distinct yet interrelated aspect of social functioning, collectively enabling students to thrive in school environments and beyond.

5.3.2 Discussion of Phase 2: Developing an experiential learning model for enhancing the social skills among primary school students

This phase aimed to develop a structured experiential learning model designed to systematically enhance the social skills of primary school students. The model was informed by a systematic review of relevant literature and semi-structured interviews with five experts in education and psychology. Theoretically, it was grounded in Kolb's Experiential Learning Theory (1984), which outlines four sequential stages: Concrete Experience, Reflective Observation, Abstract Conceptualization, and Active Experimentation. These four stages were organically embedded into a three-step instructional sequence (Lead-in, Learning Activity Process, and Conclusion), which were used by (Illeris, 2016; Kayes & Kayes, 2021; Lewis & Williams, 1994; Kayes & Kayes, 2021; Morris, 2019).

Lead-in: Each lesson began with immersive activities such as storytelling, music, or thought-provoking questions that provided students with direct and emotionally engaging experiences (Yardley et al., 2012). These tasks served as concrete experiences, encouraging students to make personal connections with the lesson topic through sensory input and emotional resonance. As Expert E emphasized, such emotionally resonant scenarios drawn from students' daily school life, which are essential for eliciting authentic engagement. By anchoring new learning in students' prior experiences and emotional responses, this phase created a meaningful entry point into the target social skill and laid a solid foundation for subsequent reflection and conceptual development.

Learning Activity Process: Through role-plays, cooperative tasks, and rhythm-based activities, students actively practiced target social skills in realistic and meaningful classroom contexts. During peer interaction, they observed both verbal and nonverbal cues, reflected on the outcomes of different behaviors, and compared strategies used by themselves and others. These guided interactions fostered reflective thinking about the consequences of their actions in social settings, which are brought by Fowler (2008) ahd Yardley et al. (2012). After each activity, teachers facilitated group discussions or brief debriefing sessions to help students abstract key principles such as respectful communication, emotional regulation, and teamwork. Expert D's "C.O.R.E." framework (Context, Observation, Re-experience, Evaluation) highlighted the importance of cognitively challenging, open-ended activities that provoke social decision-making and encourage behavior comparison, further validating this design. By integrating direct experience with structured reflection and conceptual discussion, this phase enabled students not only to recognize effective social behaviors but also to internalize them as transferable skills beyond the classroom.

Conclusion: Under teacher guidance, students consolidated their learning by discussing how the day's activities could be applied to real-life social situations. They were encouraged to identify concrete strategies for improving peer interactions and to set personal goals for applying the target social skill beyond the classroom. This phase emphasized active experimentation, as students transformed insights from the lesson into actionable behaviors to be tried in future contexts. Expert E pointed out the importance of "reflection, teacher guidance, and practice in future application," while Expert D recommended using behavior replay or personal role diaries to deepen skill transfer. Earlier research also applied similar steps (Denham et al, 2009; Elliott, 2008; Kolb, 1984)

The study used instructional materials such as PowerPoint slides, music, role-play scripts, worksheets, and scenario cards to support the experiential learning model and promote students' social skills. These resources created engaging, authentic contexts for practicing behaviors like cooperation and empathy. For instance, scenario

cards and scripts facilitated peer interaction simulations, while music and slides set the emotional tone and reinforced key concepts. Worksheets used in the model encouraged reflection and skill consolidation. By stimulating multiple senses and fostering active participation, the materials enhanced lesson clarity and effectiveness (Bransford, Brown, & Cocking, 2000).

Through iterative integration of theoretical design, expert input, and classroom-based refinement, the experiential learning model matured into a contextually grounded and pedagogically sound intervention for primary education. This process ensured alignment between theory and practice, laying a robust foundation for its implementation and evaluation.

The experiential learning model developed in this study provides a structured instructional pathway for enhancing social skills in primary education. Unlike fragmented or short-term interventions, the model embeds social skills instruction into everyday classroom routines through a structured sequence of clearly defined, developmentally appropriate lessons. Grounded in Kolb's Experiential Learning Cycle, it guides students through a process of concrete experience (Lead-in), active experimentation and observation (Learning Activity Process), and reflective conceptualization (Conclusion). This cyclical structure enables students to engage in real-life social scenarios, reflect on their experiences, and internalize new behaviors, thus supporting lasting social-emotional growth.

The instructional model developed in this study is grounded in Kolb's (1984) experiential learning theory, which emphasizes a cyclical process of concrete experience, reflective observation, abstract conceptualization, and active experimentation. By operationalizing this cycle through the sequence of "Lead-in – Learning Activity Process – Conclusion", the model provides emotionally engaging and socially relevant learning environments. This sequence mirrors Bellack (1979) recommendations for designing effective instruction that connects with students' prior knowledge, elicits emotional engagement, and promotes the deep internalization of targeted behaviors, particularly crucial for social-emotional development.

Furthermore, the model supports the integration of social skills into everyday classroom life, aligning with Denham (2009) and Zins et al. (2004), who advocate embedding social-emotional learning (SEL) into routine educational activities. Strategies such as group work, classroom responsibilities, and situational discussions require minimal additional resources while offering repeated, meaningful opportunities to practice key skills like cooperation, responsibility, and empathy. This approach increases ecological validity (Elliott et al, 2008), making the learning of social behaviors a natural and sustained part of students' educational experiences.

The role of teacher facilitation is also central to the model's effectiveness. Classroom observations in this study confirmed that teacher-provided emotional support, behavioral modeling, and responsive feedback were instrumental in improving students' assertiveness, emotional regulation, and peer interactions. These findings echo the work of Elias et al (2006) and Jennings and Khaewphuang (2024), who emphasized that emotionally supportive teacher–student interactions are key predictors of students' social-emotional competence. Therefore, practical teacher training on strategies such as guided feedback, conflict resolution, and classroom management of peer dynamics is essential for optimizing implementation outcomes.

Importantly, the model also integrates multisensory and arts-based activities—including rhythm games, dramatic role-play, and collaborative art projects—which are particularly beneficial for students with limited verbal communication abilities. These strategies align with research suggesting that arts integration fosters inclusive participation and emotional engagement (Spence, S. H. (2003). Such approaches broaden access to social skills instruction and enhance engagement for diverse learner profiles, particularly in classrooms with varying developmental needs.

The developmental appropriateness and cultural relevance of the model were affirmed through expert interviews. The culturally responsive design further ensures alignment with values and norms in Chinese primary education, enhancing both acceptability and effectiveness (Hemstain, 2025).

Moreover, while Sklad et al. (2012) observed that the effects of social-emotional interventions tend to fade over time, this study proposes a more sustainable and structured alternative. By embedding the designed model into a sequenced, experiential framework and reinforcing learning through continuous practice, the study addressed challenges related to long-term implementation and transfer. This supports Durlak et al. (2011), who found that the relevant programs are most effective when they use sequenced, active, focused, and explicit practices.

In summary, the experiential learning model designed in this phase is well-aligned with Kolb's (1984) theoretical framework, enriched by empirical research, and tailored to the cultural and developmental needs of Chinese primary school students. It offers a replicable, scalable framework for systematically enhancing social development, making it both practically feasible and pedagogically sound. As such, it provides a strong foundation for future curriculum innovation and teacher professional development in social skills education.

5.3.3 Discussion of Phase 3: Evaluating the effectiveness of the experiential learning model in enhancing the social skills of primary school students

1) Hypothesis 1

Hypothesis 1 posited that, in the experimental group, students' social skills after receiving the experiential learning model and after the follow-up period are higher than before the experiment. The results supported this hypothesis, showing significant improvements across all five components that collectively define social skills—cooperation, assertion, responsibility, empathy, and self-control. These improvements remained stable during the follow-up, indicating sustained intervention effects. GLM repeated measures ANOVA revealed statistically significant increases from the pre-test to the post-test across all components, including cooperation (difference = –0.284, $p < .001$), assertion (–0.299, $p < .001$), responsibility (–0.224, $p < .001$), empathy (–0.242, $p < .001$), and self-control (–0.300, $p < .001$). No significant differences were observed between the post-test and follow-up scores for any component. These findings suggest that students not only made rapid gains in social skills following the intervention

but were also able to maintain those improvements over time, confirming the immediate and lasting effectiveness of the experiential learning model.

These findings affirm the perspective that social skills can be taught through structured, context-rich instruction (Gresham & Elliott, 1990) and highlight the importance of aligning teaching strategies with students' developmental needs (Elias & Arnold, 2006). Notably, the outcomes echo Blatchford et al.'s (2003) classroom-based research, which demonstrated that cooperative activities designed with clear social goals significantly improve primary school students' interpersonal communication, turn-taking, and shared responsibility in group tasks.

Among the five components, particularly notable gains were observed in self-control, cooperation, and assertion. This aligns with the targeted nature of the intervention, which embedded emotion regulation techniques (e.g., the "Pause and Breathe" strategy), cooperative rhythm-based games, and structured role-play into classroom learning. Students increasingly reported using calming techniques when upset, speaking up with confidence and respect, and engaging more constructively in team-based challenges. These patterns suggest the intervention provided an accessible and effective route for building both emotional regulation and expressive communication skills central to positive peer interactions in the primary years.

Responsibility and empathy also showed significant improvement, though more gradually. Given that these competencies often rely on abstract reasoning and perspective-taking, their development typically requires sustained reinforcement. Students began demonstrating heightened awareness of group roles and expressed greater sensitivity to others' emotions during peer-sharing and storytelling activities. These outcomes are consistent with Nurvita's (2019) findings, which showed that experiential learning approaches rooted in Kolb's model led to clear gains in self-awareness, empathy, and responsible behavior among elementary-aged learners.

These positive outcomes can be attributed to the structured nature of the experiential learning model, which was guided by Kolb's (1984) experiential learning theory. Each lesson was designed around a three-phase cycle—Lead-in (Concrete

Experience), Learning Activity Process (Active Experimentation and Reflective Observation), and Conclusion (Abstract Conceptualization)—to ensure students were not only exposed to authentic social situations but also engaged in reflection and application. This cyclical structure encouraged students to process their experiences cognitively and emotionally, internalize social concepts, and transfer them to real-life contexts.

Compared with traditional didactic instruction, the experiential model placed greater emphasis on student participation, peer interaction, and context-based reflection. Activities were closely aligned with students' developmental levels and daily experiences, enabling meaningful learning to occur. As students engaged repeatedly in collaborative tasks, emotional regulation exercises, and guided discussions, they gradually built practical and transferable social skills. This approach aligns with Bransford, Brown, and Cocking's (2000) assertion that meaningful learning arises when instruction connects directly to students' lived realities and actively engages their metacognition.

In conclusion, the findings from this phase offer robust empirical support for Hypothesis 1, demonstrating the value of experiential instruction in enhancing students' social skills over time. The model led to substantial and enduring improvements across all five core components of social skills. The differentiated progress observed reflects developmental variations among students rather than instructional limitations, offering important guidance for teachers to adapt their instruction based on students' evolving needs. Overall, the model demonstrates strong practical effectiveness in promoting holistic social development among primary school students.

2) Hypothesis 2

Hypothesis 2 posited that, in the experimental group, students' social skills after receiving the experiential learning model and after the follow-up period are higher than those of the students in the control group. To test this hypothesis, a GLM repeated measures ANOVA was conducted to examine the interaction between group

and time. The analysis yielded statistically significant results, indicating that the experimental group demonstrated greater and more sustained improvements in social skills over time compared to the control group. In terms of overall social skills scores, the experimental group showed a marked increase from a pre-test mean of 3.101 (SD = 0.475) to 3.639 (SD = 0.293) at post-test, and this gain was largely maintained at follow-up (M = 3.628, SD = 0.302). In contrast, the control group's scores remained relatively stable throughout the study period (Pre-test M = 3.235; Post-test M = 3.237; Follow-up M = 3.220), reflecting no statistically significant change.

The sustained progress observed in the experimental group can be attributed not only to the experiential learning structure itself, but also to how it was implemented. Grounded in Kolb's (1984) experiential learning cycle, the model was delivered through teacher-guided instruction embedded in real classroom settings. This approach ensured that students were consistently exposed to emotionally engaging, developmentally appropriate tasks such as rhythm-based collaboration, guided role-play, and peer storytelling. More importantly, teachers served as facilitators who provided immediate feedback, modeled appropriate behaviors, and created a psychologically safe learning environment. These elements, often absent in conventional instruction, played a critical role in translating abstract social concepts into meaningful, applicable skills. Compared with the more didactic and less interactive instruction of the control group, the experiential model offered continuous opportunities for active exploration and reinforced behavioral application.

The findings of this study are highly consistent with existing research, highlighting that structured and developmentally appropriate interventions can lead to lasting behavioral change. The sustained improvements observed in the experimental group across all five components of social skills directly align with the assertion by Beelmann and Lösel (2006) that high-quality social skills interventions can produce stable behavioral outcomes in children. Moreover, the implementation of the intervention by regular classroom teachers within routine school settings further supports the conclusion of Durlak et al. (2011) that embedding instruction into daily curricula and

having it delivered by teachers who know the students well are key factors in enhancing intervention effectiveness. By reflecting and building upon these prior findings, the present study not only affirms the applicability of established theories but also demonstrates how Kolb-based experiential learning can be effectively integrated into primary education in China to foster meaningful social skills development.

Additionally, student feedback provided concrete evidence of learning transfer and internalization. One student reflected, "Later, when I got angry, I would stop and think first," indicating that emotion regulation strategies were applied beyond classroom contexts. Others described greater comfort in group collaboration and clearer understanding of respectful expression, aligning with the model's intended outcomes. Unlike the more spontaneous and fragmented approach of the control group, students in the experimental group had continuous and structured opportunities to develop these skills.

In contrast to the notable and sustained progress observed in the experimental group, students in the control group did not exhibit significant improvements in social skills, likely due to the absence of structured and targeted instructional intervention. Although they continued to participate in regular classroom activities, these experiences were not embedded within a systematic instructional framework. As noted by Humphrey et al. (2011), without clearly defined behavioral goals, guided practice, and contextualized reflection, students are unlikely to achieve meaningful internalization and transfer of social skills. Moreover, traditional instruction often emphasizes knowledge transmission over skill application, thereby limiting opportunities for active participation and emotional engagement, two mechanisms that were critical in facilitating behavioral change among students in the experimental group. This contrast further highlights the necessity and importance of structured instructional design in promoting students' social skill development.

In conclusion, the results provide strong empirical support for Hypothesis 2. The sustained improvement observed in the experimental group across all five components of social skills clearly demonstrates the effectiveness and long-term

impact of the experiential learning model. These findings further affirm the value of structured, developmentally appropriate, and experience-based instruction in supporting the holistic development of social competence among primary school students. Therefore, it is recommended that educators widely integrate such instructional models into everyday teaching practice to meaningfully enhance students' social-emotional competencies and enable scalable implementation of effective interventions.

5.3.4 Discussion on the Long-Term Effectiveness of the Experiential Learning Model

The follow-up assessments conducted one month after the intervention revealed that students in the experimental group sustained their overall gains in social skills. This suggests that they not only acquired relevant strategies within the classroom setting but were also able to apply them in everyday social interactions and learning routines, resulting in continued and well-rounded behavioral development. All five core components of social skills exhibited positive trajectories, underscoring the model's comprehensive and balanced impact.

One important factor contributing to this sustained effectiveness appears to be the integration of structured reflection with emotionally engaging and contextually meaningful classroom activities. As Nurvita (2019) emphasized, embedding reflective practices into experiential learning tasks can enhance students' emotional regulation and self-discipline, thereby promoting deeper internalization of social strategies. In this study, role-plays, peer collaboration, and teacher-guided reflections helped students connect emotional experiences with real-life behavioral choices, gradually consolidating their social competencies.

These findings are consistent with previous research by AlJurdi and Salloum (2024) and Khaewphuang (2024), who found that experiential learning approaches effectively fostered students' cooperative behavior and sense of responsibility. Building upon these outcomes, the current study further demonstrates that a well-structured experiential learning model can support lasting development in

additional domains such as assertion and self-control, skills that require both emotional awareness and ongoing behavioral practice.

In addition, students showed steady progress in more complex areas such as responsibility and empathy. The follow-up results indicated an increasing awareness of consequences and enhanced perspective-taking skills, reflecting strong developmental potential when supported by consistent and age-appropriate instruction.

While the follow-up period in this study represents an early stage of observation, the continuity of positive outcomes already points to the model's promising long-term applicability. By embedding social skills instruction into emotionally resonant, developmentally suitable classroom experiences, this experiential learning model offers a practical and scalable framework for cultivating enduring and well-integrated social competence among primary school students.

5.3.5 Discussion on the Practical and Policy Implications of the Experiential Learning Model

The experiential learning model developed in this study offers a practical and developmentally appropriate approach to systematically fostering students' social skills within classroom settings. Structured into three distinct phases—Lead-in, Learning Activity Process, and Conclusion—the model is logically organized, easy to implement, and adaptable across various subject areas. It is grounded in Kolb's (1984) experiential learning cycle, which comprises four interrelated stages: concrete experience, reflective observation, abstract conceptualization, and active experimentation. These stages are naturally embedded in each lesson, guiding students through meaningful social interactions, behavioral reflection, internalization of social concepts, and application to new contexts. Teachers can flexibly incorporate instructional elements such as role-playing, peer interaction, and guided reflection into existing curricula to promote students' social competence in a coherent and engaging manner.

At the school level, the model functions as an effective tool for enhancing students' social skills and cultivating a positive, inclusive classroom climate. For sustained and effective implementation, teacher professional development programs

should prioritize training in experiential instructional strategies and classroom-based social skills facilitation, embedding these methods into routine teaching practice. When systematically and comprehensively applied, such strategies can contribute to the creation of an orderly, cooperative, and respectful learning environment, without requiring substantial additional resources.

From a broader educational policy perspective, the findings of this study support the integration of experiential social skills instruction into the core curriculum of primary education. This pedagogical approach aligns closely with the developmental goals outlined in the 2017 Guidelines for Moral Education in Primary and Secondary Schools in China, particularly in promoting empathy, emotional regulation, and a sense of responsibility. The experiential learning model developed in this study reflects these policy priorities through its structural clarity and content orientation, offering a concrete and actionable framework for classroom-level implementation.

To ensure a broader and more sustainable impact, institutional support is essential. This includes sustained investment in teacher capacity-building, formal policy endorsement, and adequate resource allocation. With such systemic support, classroom-based social skills instruction can be fully embedded into everyday teaching practice, paving the way for long-term integration and scalability across educational settings.

5.4 Research Recommendations

To further build upon and extend the experiential learning model developed in this study, several promising directions for future research are proposed:

1) Expanding Sample Size and Geographic Scope

Future studies are encouraged to recruit larger and more demographically diverse samples from multiple primary schools across different provinces or regions in China. This expansion would build upon current findings by enabling more robust statistical analyses, facilitating cross-regional comparisons, and enhancing the external validity and generalizability of the results. Examining the model's

application across varied socio-cultural contexts, school resource levels, and teaching environments would also offer valuable insights into its flexibility and scalability.

2) Exploring Age and Grade-Level Adaptability

As the experiential learning model was initially designed for upper primary school students, future research may explore its adaptability for younger learners (e.g., lower primary grades) and older students (e.g., junior secondary levels). This includes evaluating the developmental suitability of lesson content and refining instructional strategies to align with the cognitive, emotional, and social needs of different age groups. Such developmentally responsive adaptations can expand the model's reach across a broader educational spectrum.

3) Investigating Policy and Practice Integration

Building on the model's demonstrated effectiveness, future research could explore strategies for broader implementation and long-term institutionalization. Collaborative work with curriculum developers, school leaders, and education policymakers will be critical to piloting the model in diverse school settings. These efforts could inform the integration of structured social skills instruction into national curriculum standards, teacher training initiatives, and whole-school practices.

4) Theoretical and Mechanistic Exploration

Further research can enrich the theoretical foundation of experiential learning by examining the psychological and pedagogical mechanisms through which it fosters social skills. Investigating how specific instructional elements—such as guided reflection, timely feedback, and structured peer interaction—contribute to behavioral change would enhance understanding of the intervention's active ingredients. Such insights could also guide the refinement of targeted teaching strategies and contribute to the advancement of social-emotional education frameworks.

Collectively, these research directions outline a coherent agenda for advancing both the theoretical foundation and practical applicability of the experiential learning model. By systematically addressing key dimensions such as scalability, developmental adaptability, and the underlying mechanisms of behavioral change,

future studies can enhance the model's conceptual rigor and support its broader implementation across diverse primary education contexts.

This study contributes to the growing body of evidence supporting experiential learning as an effective approach to cultivating social skills among primary school students. By integrating sound theoretical foundations, structured instructional design, and empirical validation, the model not only aligns with national moral education goals but also offers a replicable framework for fostering cooperation, assertion, responsibility, empathy, and self-control in primary school students.

Overall, the findings underscore both the necessity and the feasibility of embedding social skills instruction into daily classroom practice. As holistic student development gains increasing global emphasis, equipping children with essential interpersonal competencies becomes ever more critical in preparing them for a socially interconnected and emotionally complex world.

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APPENDIX

APPENDIX A

1. List of Interviewed Experts and Experts for Research Tool Review

Experts Name	Resume/Positions
Sun Yue	Professor, Ph.D. in Education
Gao Ya	Associate Professor, Ph.D. in Social Psychology
Luo Yan	Associate Professor, Ph.D. in Primary Education
Sun Hao	Professor, Ph.D. in Educational Psychology
Zhao Xin	Associate Professor of Education

2. List of IOC review experts assessing the social skills questionnaire for primary students

Experts Name	Resume/Positions
Sun Yue	Professor, Ph.D. in Education
Gao Ya	Associate Professor, Ph.D. in Social Psychology
Luo Yan	Associate Professor, Ph.D. in Primary Education
Sun Hao	Professor, Ph.D. in Educational Psychology
Zhao Xin	Associate Professor of Education

3. Experiential Learning Model 12-lesson program IOC review expert list

Experts Name	Resume/Positions
Sun Yue	Professor, Ph.D. in Education
Gao Ya	Associate Professor, Ph.D. in Social Psychology
Luo Yan	Associate Professor, Ph.D. in Primary Education
Sun Hao	Professor, Ph.D. in Educational Psychology
Zhao Xin	Associate Professor of Education

APPENDIX B

Sample of Semi-Structured Interview Questionnaire

Semi-Structured Interview Questionnaire for Interviewing Eligible Respondents

STATEMENT: This semi-structured interview questionnaire is a tool used to interview respondents for the following purposes.

Purpose of the Interview:

1. To define the concept and components of social skills among primary school students in the China context.
2. To gather insights for developing a learning model based on the experiential learning approach, aimed at enhancing the social skills of primary school students in China.
3. To obtain guidelines for developing research instruments to evaluate social skills among primary school students in China.

Section 1: General Information

Expert A/B/C/D/E.....

Educational Background.....

Work Experience.....

Position.....

Organization.....

Specialized Field.....

Date and Time of Interview.....

Section 2: Problem Orientation

Question1) Definition and Components of Social Skills among Primary School Students in the Chinese Context.

1.1 How would you define social skills for primary school students?

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1.2 Literature identifies five core components of social skills (Cooperation, Assertion, Responsibility, Empathy, and Self-control). Do you believe these components are appropriate for Chinese primary school students?

1.2.1 Cooperation refers to the ability of students to engage in collaborative behaviors, such as following rules, sharing resources, actively participating in group activities, and offering help to peers and teachers. It involves working harmoniously with others to achieve collective goals while maintaining a positive group dynamic.

1.2.2 Assertion pertains to students' capacity to express their needs, opinions, and rights in a clear, respectful manner. This includes initiating social interactions, advocating for oneself appropriately, and demonstrating confidence in various social contexts, without infringing on the rights of others.

1.2.3 Responsibility reflects students' competence in fulfilling obligations, completing assigned tasks, and taking ownership of their actions and decisions. It encompasses reliability, accountability, and an understanding of the consequences of one's behavior in both academic and social environments.

1.2.4 Empathy involves the ability to recognize, understand, and share the feelings and perspectives of others. It includes demonstrating compassion, offering emotional support, and responding sensitively to the emotional states of peers and adults across diverse social contexts.

1.2.5 Self-control refers to the capacity to regulate emotions, impulses, and behaviors in different social situations. This includes managing frustration, remaining calm during conflicts, utilizing appropriate coping strategies, and adjusting behavior to meet the expectations of various social settings.

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1.3 Beyond the five components already identified, are there additional aspects that should be considered as part of the social skills framework for primary school students in China? If so, What are they?

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1.4 If additional components are suggested, what behaviors should be encouraged by these components?

.....

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Question 2) Guidelines for Developing Learning Models Based on Experiential Learning to Enhance Social Skills.

2.1 What is your definition of a learning model based on the experiential Learning approach for primary school students?

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.....

2.2 Could you provide guidelines for developing such a learning model that enhances social skills among primary school students in China?

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.....

2.3 What are the key characteristics or steps involved in providing content and activities for such learning models?

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2.4 Are there specific psychological techniques or activities that can be utilized to enhance social skills in primary school students through an experiential learning-based model? If so, what are these techniques or activities?

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Question 3) Developing Research Measurement Instruments to Evaluate Social Skills.

3.1 Do you think the Social Skills Improvement System Rating Scales (SSIS-RS) are suitable for evaluating social skills among primary school students in China?

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3.2 Are there other instruments that could be used to measure the social skills of primary school students in China? If so, which ones?

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APPENDIX C

Summary of the main contents and suggestions of the expert interviews

In the initial phase of the study, the researcher conducted interviews with five experts in the fields of psychology and education. The purpose of these interviews was to gather information to define and construct the meaning and components of social skills among primary school students. Additionally, insights from the interviews aimed to guide the development of assessment tools for measuring primary school students' social skills and to provide direction for the creation of an experiential teaching model designed to enhance these skills. Key findings from the expert interviews can be summarized as follows:

Question 1) The definition and components of social skills among primary school students.

1.1 The definition of social skills for primary school students

The definition of social skills among elementary school students encompasses multiple dimensions, as validated by insights from various experts. Firstly, social skills help young students develop effective interpersonal communication abilities, enabling them to engage confidently in diverse social environments through interaction, dialogue, and collaboration. This ability extends beyond individual exchanges to include adapting behavior within groups to foster teamwork and meet collective needs. Secondly, social skills emphasize how individuals establish and maintain positive relationships with others, including interpreting social cues, responding appropriately in conversations, adhering to social norms, and cultivating meaningful interpersonal connections. Moreover, social skills go beyond the mere acquisition of communication techniques; they involve the deep integration of cognition and experience, allowing students to refine their communication styles and behavioral responses based on real-life social interactions. Lastly, social skills represent a dynamic and continuous learning process embedded in the daily lives and education of elementary school students, aiming to enhance their overall competence in academic, social, and personal development. A synthesis of insights from five experts reveals that social skills among elementary school students exhibit multidimensional and multi-level characteristics, spanning from individual to group interactions and from behavioral to cognitive aspects.

1.2 Experts unanimously agree that "components of social skills" should encompass the following five aspects:

1.2.1 Cooperation refers to students' ability to engage in collaborative behaviors, such as following rules, sharing resources, actively participating in group activities, and offering support to peers and teachers. It involves working harmoniously with others to achieve shared goals while fostering a positive and inclusive group dynamic.

1.2.2 Assertion refers to students' capacity to express their needs, opinions, and rights in a clear and respectful manner. This includes initiating social interactions, advocating for themselves appropriately, and demonstrating confidence in various social settings without disregarding the rights and perspectives of others.

1.2.3 Responsibility refers to students' ability to fulfill commitments, complete assigned tasks, and take ownership of their actions and decisions. It encompasses reliability, accountability, and an awareness of how one's behavior influences both academic performance and social relationships.

1.2.4 Empathy refers to students' ability to recognize, understand, and connect with the emotions and perspectives of others. It involves demonstrating compassion, offering emotional support, and responding sensitively to the feelings of peers and adults across diverse social situations.

1.2.5 Self-control refers to students' capacity to regulate their emotions, impulses, and behaviors across various social contexts. This includes managing frustration, remaining composed during conflicts, employing effective coping strategies, and adapting behavior to align with social expectations in different settings.

These five components align with well-established social skills theories and form the core theoretical framework of this study. Experts recognize that this framework and its definitions are highly applicable to the Chinese context. In particular, as Chinese elementary school students encounter increasingly complex social and academic environments, these fundamental aspects of social skills—cooperation, assertion, responsibility, empathy, and self-control—can equip them with crucial interpersonal competencies, enhancing their adaptability and emotional resilience.

Experts unanimously agree that a structured and systematic approach to social skills development can empower Chinese elementary school students to become more confident, responsible, and emotionally intelligent. This, in turn, enables them to cultivate strong peer relationships, engage in effective collaboration, and establish a solid foundation for their long-term personal and academic success.

Question 2) Guidelines to develop an experiential teaching model Learning Model for enhancing social skills among primary school students.

2.1 The definition of experiential teaching: Learning Model for primary school students?

Experts provided in-depth insights into the definition of the experiential learning model for college students. They unanimously agreed that this model prioritizes students' direct engagement in the learning process through hands-on approaches such as role-playing, simulations, real-world problem-solving, guided observations, peer collaboration, and reflective practices. Learning takes place in authentic, real-world contexts, with instructors serving as facilitators who guide students in exploring, reflecting on, and applying knowledge, thereby fostering deeper understanding and personal growth. The keywords "experiential" and "learning" emphasize that this model not only enriches learning activities but also enhances engagement, interaction, and real-world application, creating a dynamic and immersive educational environment. Ultimately, the experiential learning model encourages students to actively construct knowledge through firsthand experiences, moving beyond passive absorption to cultivate independent learning, critical thinking, and practical skill development.

2.2 The guidelines for developing an experiential teaching learning model to enhance social skills among primary school students.

The experts' insights have established a systematic framework that employs an experiential teaching model to enhance the social skills of Chinese elementary school students. By engaging in hands-on activities, students can interact meaningfully with the learning content, deepening their understanding and forming stronger personal connections. Simulated scenarios, role-playing, and interactive exercises provide authentic social experiences, allowing students to practice

communication, cooperation, and emotional regulation. Additionally, group discussions and guided reflections further reinforce learning, helping students internalize key social skills through direct experience.

Experts emphasize the importance of understanding the five core components of social skills, setting clear instructional goals, and designing engaging experiential activities, while also ensuring a well-balanced approach to lesson duration, content depth, and student participation. The learning process should be highly interactive and immersive, enabling students to explore social concepts through hands-on practice and develop social competencies through active engagement rather than passive instruction.

The teaching process consists of three key stages: Lead-in (Introduction), Learning Activities Process, and Conclusion. The Led-in stage sets the foundation by creating engaging, dynamic, and real-life learning contexts that capture students' interest and encourage active participation. The Learning Activities Process focuses on hands-on engagement, allowing students to experience real social interactions, enhance emotional connections, and develop cognitive understanding. Finally, the Conclusion stage guides students in reflecting on their learning experiences, analyzing social interactions, and reinforcing acquired knowledge.

Overall, this framework advocates a student-centered, experiential teaching approach, utilizing a structured experiential learning model to help elementary school students enhance social skills, foster meaningful interactions, strengthen self-awareness, and achieve holistic social development.

Question 3) Guidelines for developing research measurement instruments to evaluate social skills among primary school students.

Experts generally agree that the primary methods for measuring social skills include questionnaires, authentic assessments, and observational methods. Questionnaires are widely used and recommended for evaluating students' social abilities, providing a standardized and efficient approach to assessing interpersonal competencies. Authentic assessments collect qualitative data through open-ended

questions and student reflections, supplemented by quantitative data to enhance research reliability and validity. This method emphasizes students' performance in real-life social contexts, ensuring a more comprehensive and meaningful evaluation. Observational methods utilize behavioral observation checklists to assess whether students exhibit expected social skills in genuine social interactions. By capturing real-time behaviors, this approach offers valuable insights into students' social adaptation, communication, and emotional regulation. Together, these methods complement each other, not only providing objective and comprehensive data for social skills assessment but also enhancing their practical applicability. Furthermore, they establish a solid scientific foundation for the development and intervention of social skills.

APPENDIX D

APPENDIX D

Social Skills Questionnaire for Primary School Students

Dear Students,

This questionnaire is designed to explore primary school students' social skills by understanding their current social interactions and competencies. It consists of two parts:

Part 1 collects basic demographic information. Please fill in the boxes according to your actual situation.

Part 2 assesses social skills. Each item provides four response options, ranging from "Strongly Disagree" to "Strongly Agree." Please choose the option that best reflects your actual experience by marking the corresponding box with a "√".

Your responses will offer valuable insights for this research and contribute to a deeper understanding and improvement of social skills among primary school students. The questionnaire is completely anonymous—there are no right or wrong answers—and all responses will be kept strictly confidential and used solely for research purposes.

We kindly ask that you answer all questions honestly and do not leave any items unanswered. Thank you very much for your time and cooperation!

Social Skills Improvement System Rating Scales

Item No.	Dimension	Item	Scoring Interpretation				
			1-strongly disagree	2-disagree	3-neutral	4-agree	5-strongly agree
		Cooperation					
1	Cooperation (+)	I work well with my classmates on group projects.					
2	Cooperation (+)	I follow the rules when playing games with others.					
3	Cooperation (+)	I share materials and toys with my classmates.					
4	Cooperation (+)	I take turns and wait patiently for my turn during group activities.					
5	Cooperation (+)	I listen carefully to my classmates' ideas and opinions.					
6	Cooperation (+)	I help my classmates when they are having difficulty with a task.					
7	Cooperation (+)	I participate actively in class discussions and group work.					
8	Cooperation (+)	I compromise with my classmates when we have disagreements.					
9	Cooperation (-)	I exclude others from my social circle					
10	Cooperation (-)	I disregard rules and regulations					
		Assertion					
1	Assertion (+)	I raise my hand to ask questions or share ideas in class.					
2	Assertion (+)	I express my feelings and opinions politely and clearly.					
3	Assertion (+)	I stand up for myself when I feel I am being treated unfairly.					
4	Assertion (+)	I initiate conversations and friendships with my classmates.					
5	Assertion (+)	I volunteer to answer questions or take on tasks in class.					
6	Assertion (+)	I ask for help when I need it.					
7	Assertion (+)	I say "no" politely when I don't want to do something.					
8	Assertion (+)	I introduce myself to new people with confidence.					
9	Assertion (-)	I'm afraid to express my opinions					
10	Assertion (-)	I feel anxious when interacting with classmates					
		Responsibility					
1	Responsibility (+)	I complete my homework and classwork on time.					
2	Responsibility (+)	I take care of my belongings and classroom materials.					
3	Responsibility (+)	I admit my mistakes and apologize when necessary.					
4	Responsibility (+)	I follow classroom and school rules even when not supervised.					
5	Responsibility (+)	I keep my promises and commitments to others.					
6	Responsibility (+)	I clean up after myself and help keep the classroom tidy.					
7	Responsibility (+)	I take responsibility for my actions and their consequences.					
8	Responsibility (+)	I am a reliable and trustworthy friend and classmate.					
9	Responsibility (-)	I often act without considering the consequences					
10	Responsibility (-)	I sometimes lie to avoid taking responsibility					
		Empathy					
1	Empathy (+)	I try to understand how my classmates feel in different situations.					
2	Empathy (+)	I show concern and offer comfort when someone is upset.					
3	Empathy (+)	I listen attentively when others are speaking without interrupting.					
4	Empathy (+)	I treat others with kindness and respect, even if they are different from me.					
5	Empathy (+)	I try to see things from my classmates' perspectives.					
6	Empathy (+)	I notice when someone needs help and offer assistance.					
7	Empathy (+)	I am sensitive to others' feelings and try not to hurt them.					
8	Empathy (+)	I forgive my classmates when they apologize for their mistakes.					
9	Empathy (-)	I struggle to connect with my peers					
10	Empathy (-)	I make hurtful comments to others					
		Self-control					
1	Self-control (+)	I stay calm and manage my emotions when faced with challenges or frustrations.					
2	Self-control (+)	I think before I act and consider the consequences of my actions.					
3	Self-control (+)	I use appropriate strategies to calm myself down when angry or upset.					
4	Self-control (+)	I resist distractions and stay focused on tasks and goals.					
5	Self-control (+)	I accept criticism and feedback without getting defensive.					
6	Self-control (+)	I control my impulses and avoid acting on sudden urges.					
7	Self-control (+)	I handle disagreements and conflicts calmly and constructively.					
8	Self-control (+)	I maintain self-discipline and stay organized in my daily life.					
9	Self-control (-)	I have outbursts of anger that result in damaging objects					
10	Self-control (-)	I use inappropriate language when frustrated					

APPENDIX E

Review of Research Instruments: Social Skills Questionnaire for Primary School Students

NO.	Experts' Evaluation Score					Total	IOC	Summary
	1	2	3	4	5			
1	+1	+1	+1	+1	+1	5	1.0	Available
2	+1	+1	+1	+1	+1	5	1.0	Available
3	+1	+1	+1	+1	+1	5	1.0	Available
4	+1	+1	+1	+1	+1	5	1.0	Available
5	0	+1	+1	+1	+1	5	0.8	Available
6	+1	+1	+1	+1	+1	5	1.0	Available
7	+1	+1	+1	+1	+1	5	1.0	Available
8	+1	+1	+1	0	+1	5	0.8	Available
9	0	+1	+1	+1	+1	5	0.8	Available
10	+1	+1	+1	+1	+1	5	0.8	Available
11	+1	+1	+1	+1	+1	5	1.0	Available
12	+1	+1	+1	+1	+1	5	1.0	Available
13	+1	+1	+1	+1	+1	5	1.0	Available
14	+1	+1	+1	+1	+1	5	1.0	Available
15	+1	+1	+1	0	+1	5	0.8	Available
16	+1	+1	+1	+1	+1	5	1.0	Available
17	+1	+1	+1	+1	+1	5	1.0	Available
18	+1	+1	+1	+1	+1	5	1.0	Available
19	+1	+1	+1	+1	+1	5	1.0	Available
20	+1	+1	+1	+1	+1	5	1.0	Available
21	+1	+1	+1	+1	+1	5	1.0	Available
22	+1	+1	+1	+1	+1	5	1.0	Available
23	+1	+1	+1	+1	+1	5	1.0	Available
24	+1	+1	+1	+1	+1	5	1.0	Available
25	+1	+1	+1	+1	+1	5	1.0	Available

26	+1	+1	+1	+1	+1	5	1.0	Available
27	+1	+1	+1	+1	+1	5	1.0	Available
28	+1	+1	+1	+1	+1	5	1.0	Available
29	+1	+1	0	+1	+1	5	0.8	Available
30	+1	+1	+1	+1	+1	5	1.0	Available
31	+1	+1	+1	+1	+1	5	1.0	Available
32	+1	+1	+1	+1	+1	5	1.0	Available
33	0	+1	+1	+1	+1	5	0.8	Available
34	+1	+1	+1	+1	+1	5	1.0	Available
35	+1	+1	+1	+1	+1	5	1.0	Available
36	+1	+1	+1	+1	+1	5	1.0	Available
37	+1	+1	+1	+1	+1	5	1.0	Available
38	+1	+1	+1	+1	+1	5	1.0	Available
39	+1	+1	+1	0	+1	5	0.8	Available
40	+1	+1	+1	0	+1	5	0.8	Available
41	+1	+1	+1	+1	+1	5	1.0	Available
42	+1	+1	+1	+1	+1	5	1.0	Available
43	+1	+1	+1	+1	+1	5	1.0	Available
44	+1	+1	+1	+1	+1	5	1.0	Available
45	+1	+1	0	+1	+1	5	0.8	Available
46	+1	+1	+1	+1	+1	5	1.0	Available
47	+1	+1	+1	+1	+1	5	1.0	Available
48	+1	+1	+1	+1	0	5	0.8	Available
49	+1	+1	+1	+1	+1	5	1.0	Available
50	+1	+1	+1	+1	+1	5	1.0	Available

APPENDIX F

Reliability of Indicators for Measures of Social skills in primary school Students

Items	r	Appliance	Items	r	Appliance
Q1	0.756	Applicable	Q26	0.754	Applicable
Q2	0.713	Applicable	Q27	0.707	Applicable
Q3	0.782	Applicable	Q28	0.731	Applicable
Q4	0.714	Applicable	Q29_N	0.690	Applicable
Q5	0.754	Applicable	Q30_N	0.689	Applicable
Q6	0.654	Applicable	Q31	0.685	Applicable
Q7	0.753	Applicable	Q32	0.702	Applicable
Q8	0.698	Applicable	Q33	0.754	Applicable
Q9_N	0.762	Applicable	Q34	0.702	Applicable
Q10_N	0.682	Applicable	Q35	0.769	Applicable
Q11	0.868	Applicable	Q36	0.717	Applicable
Q12	0.734	Applicable	Q37	0.775	Applicable
Q13	0.758	Applicable	Q38	0.728	Applicable
Q14	0.748	Applicable	Q39_N	0.723	Applicable
Q15	0.731	Applicable	Q40_N	0.712	Applicable
Q16	0.782	Applicable	Q41	0.677	Applicable
Q17	0.684	Applicable	Q42	0.820	Applicable
Q18	0.753	Applicable	Q43	0.763	Applicable
Q19_N	0.726	Applicable	Q44	0.687	Applicable
Q20_N	0.729	Applicable	Q45	0.783	Applicable
Q21	0.756	Applicable	Q46	0.734	Applicable
Q22	0.743	Applicable	Q47	0.740	Applicable
Q23	0.779	Applicable	Q48	0.697	Applicable
Q24	0.710	Applicable	Q49_N	0.711	Applicable
Q25	0.697	Applicable	Q50_N	0.721	Applicable

Note: N = Negative Wording Items; The reliability value (Cronbach Alpha) of the overall 50 items is 0.984.

APPENDIX G

Review Results of the 12-Lesson Teaching Plan for the Experiential Learning Model

Lesson	Plan for the Topic	Expert rating					IOC
		1	2	3	4	5	
1	The orientation 1)Concept 2)Objective 3)Time 4)Learning/ Materials 5)Step/Learning Process 6)Evaluation 7)Worksheet	+1	+1	+1	+1	+1	1.00
2	Cooperation (1) 1)Concept 2)Objective 3)Time 4)Learning/ Materials 5)Step/Learning Process 6)Evaluation 7)Worksheet	+1	0	+1	+1	+1	0.8
3	Cooperation (2) 1)Concept 2)Objective 3)Time 4)Learning/ Materials 5)Step/Learning Process 6)Evaluation 7)Worksheet	+1	+1	+1	+1	+1	1.00

4	Assertion (1) 1)Concept 2)Objective 3)Time 4)Learning/ Materials 5)Step/Learning Process 6)Evaluation 7)Worksheet	+1	+1	+1	+1	+1	1.00
5	Assertion (2) 1)Concept 2)Objective 3)Time 4)Learning/ Materials 5)Step/Learning Process 6)Evaluation 7)Worksheet	+1	+1	+1	+1	+1	1.00
6	Responsibility (1) 1)Concept 2)Objective 3)Time 4)Learning/ Materials 5)Step/Learning Process 6)Evaluation 7)Worksheet	+1	+1	+1	0	+1	0.8
7	Responsibility (2) 1)Concept 2)Objective 3)Time 4)Learning/	+1	+1	+1	+1	+1	1.00

	Materials 5)Step/Learning Process 6)Evaluation 7)Worksheet						
8	Empathy (1) 1)Concept 2)Objective 3)Time 4)Learning/ Materials 5)Step/Learning Process 6)Evaluation 7)Worksheet	+1	+1	+1	+1	+1	1.00
9	Empathy (2) 1)Concept 2)Objective 3)Time 4)Learning/ Materials 5)Step/Learning Process 6)Evaluation 7)Worksheet	+1	+1	+1	+1	+1	1.00
10	Self-Control (2) 1)Concept 2)Objective 3)Time 4)Learning/ Materials 5)Step/Learning Process 6)Evaluation 7)Worksheet	+1	+1	+1	+1	+1	1.00

11	Self-Control (2) 1)Concept 2)Objective 3)Time 4)Learning/ Materials 5)Step/Learning Process 6)Evaluation 7)Worksheet	+1	+1	+1	+1	+1	1.00
12	Closure 1)Concept 2)Objective 3)Time 4)Learning/ Materials 5)Step/Learning Process 6)Evaluation 7)Worksheet	+1	+1	+1	+1	+1	1.00

Note: The criterion for passing and eligibility for use is considered to be a satisfactory index value of 0.50 or above.

APPENDIX H

Experiential Learning Teaching Plan Format

Learning Model Format

Times	Learning Activity	Objective	Technique/Strategy
1	The orientation	1. To introduce the concept and importance of social skills. 2. To present the structure and design of the experiential learning-based curriculum.	Video Resources Introduction
2	Cooperation—Listening and Imagination: A Journey of Emotions in Music	1. To enhance the social skill component of cooperation. 2. To foster students' team spirit. 3. To promote collaboration through group performances. 4. To shift students from passive reception to active engagement through hands-on experiences.	Music and Contextual Association
3	Cooperation—Cooperative Chorus Training	1. To enhance the social skill component of cooperation. 2. To cultivate students' teamwork skills.	Organize group cooperative singing

		3. To develop students' listening and collaboration. 4. To promote peer feedback and collaborative adjustment for improved choral performance. effect.	
4	Assertion—Discovering the Secrets of Music: A Journey of Theme Exploration	1. To enhance the social skill component of assertion. 2. To enhance musical perception through exploration of diverse emotional themes. 3. To foster assertiveness by encouraging expressive group collaboration. 4. To develop clear and confident expression as part of social skill growth.	Music Theme Exploration and Presentation
5	Assertion—Music Story Theatre: Bringing the Music World to Life Through Characters	1. To enhance the social skill component of assertion. 2. To connect musical elements with real-life	Role-Playing and Musical Performance

		experiences through role-playing. 3. To develop public speaking and presentation skills while building confidence.	
6	Responsibility—Rhythm and Imagination: Expressing Music with the Body	1. To enhance the social skill component of responsibility. 2. To explore various musical styles through creative movement. 3. To develop leadership, task management, and collaborative skills. 4. To foster independent decision-making and a sense of accountability.	Music and Movement Design
7	Responsibility—Music Collaboration Challenge: Co-create Wonderful Melodies	1. To enhance the social skill component of responsibility. 2. To foster creativity through self-directed team formation. 3. To build trust and collaboration through shared	Team Collaboration Performances

		music-making. 4. To emphasize responsibility and self-reflection through group evaluation and feedback.	
8	Empathy—Music Emotion Painting: Expressing Feelings with Sound and Color	1.To enhance the social skill component of empathy. 2. To enhance emotional awareness through music and visual expression. 3. To foster empathy by encouraging students to share and interpret emotions collaboratively.	Emotional Expression and Creation
9	Empathy—Music Time Machine: Unveiling the Stories Behind the Melodies	1. To enhance the social skill component of empathy. 2. To deepen emotional understanding through the exploration of musical narratives. 3. To enhance empathy by interpreting and sharing	Discussion and Sharing of Stories Behind the Music

		emotional experiences inspired by music.	
10	Self-Control—Time Travel Through Music: Role-playing and Situational Experience	1. To enhance the social skill component of self-control. 2. To develop self-control through perspective-taking and role-playing. 3. To practice emotional regulation strategies in real-life social situations.	Role-Playing and Scenario Simulation
11	Self-Control—Music Creativity Workshop: Team Collaboration in Composition and Performance	1. To enhance the social skill component of self-control. 2. To enhance concentration through focused rhythm-based exercises. 3. To build resilience against distractions and emotional triggers. 4. To develop self-discipline, time management, and cooperation through group ensemble activities.	Group Collaboration and Team Performance

12	Closure	1. To promote self-awareness through structured reflection. 2. To reinforce key social skills through experiential application. 3. To encourage peer sharing and mutual feedback for continued growth.	Discussion Assessment and feedback

APPENDIX I

Student Feedback on the Experiential Learning Program for Enhancing Social Skills

Lessons and Objectives	Student feedback after class
Lesson 1: The orientation Objective: 1. To introduce the concept and significance of students' social skills. 2. To introduce an experiential teaching-based learning model and course planning.	**Student A**: "I was a little nervous at the beginning, but after playing the clapping rhythm game with everyone, I felt more relaxed. Now I don't feel so scared to raise my hand in class." **Student B**: "Today the teacher introduced what social skills are. I learned that cooperation, speaking up bravely, and caring about others are really important. I'm looking forward to the next lessons." **Student C**: "I really liked the rhythm clapping game. Working with new classmates made me happy, and now I like music class even more." **Student D**: "At first, I didn't know what social skills were, but now I understand it's about how we treat others. I'm excited to learn more and be a better classmate."
Lesson 3: Cooperation—Coopera	**Student E**: "At the beginning of class, I didn't feel very confident singing in front of others. But after

tive Chorus Training 1. To enhance the social skill component of cooperation. 2. To cultivate students' teamwork skills. 3. To develop students' listening and collaboration. 4. To promote peer feedback and collaborative adjustment Organize group cooperative singing for improved choral Performance effect.	practicing with my group, I felt much better. I learned that singing together really requires careful listening to each other." **Student F**: "I thought singing in two groups would be messy, but it was actually fun. We had to stay focused and help each other keep the rhythm. I really liked how we worked together as one team." **Student G**: "Today's lesson was really interesting! I enjoyed learning how different voice parts can sound better when combined. Our group practiced many times, and I think we improved with each round." **Student H**: "Before this class, I didn't realize how much teamwork singing needs. Now I understand that cooperating and listening carefully can make the whole group sound much better."
Lesson 4: Assertion—Discovering the Secrets of Music: A Journey of Theme Exploration **Objective**: 1. To enhance the social skill	**Student I**: "We practiced group singing and found that if we don't listen to others, the singing gets messy. I learned to listen carefully and keep the same rhythm with my classmates." **Student J**: "At first, it was hard to sing different parts in

component of assertion. 2. To enhance musical perception through exploration of diverse emotional themes. 3. To foster assertiveness by encouraging expressive group collaboration. 4. To develop clear and confident expression as part of social skill growth.	two groups. I kept making mistakes, but with my partner's help, I caught up. Our singing sounded better when we worked together." **Student K**: "Singing with everyone made me really happy. Singing alone is easy, but group singing sounds so much nicer. I like the feeling of being united." **Student L**: "Singing in parts was tricky, but fun! I liked how we had to listen to each other. It made me feel like we were a real team."
Lesson 5: Assertion—Music Story Theatre: Bringing the Music World to Life Through Characters **Objective:** 1. To enhance the social skill component of assertion. 2. To connect musical elements with real-life experiences through role-playing. 3. To develop public speaking and	**Student M**: "The teacher asked us to tell stories using music and acting. I was nervous to go on stage at first, but my classmates cheered for me. I went up and felt so happy after performing because I learned to be brave and express myself." **Student N**: "Our group made a musical story. I had to speak loudly so everyone could hear me. At first, my voice was too quiet, but I got louder, and people listened carefully. I felt proud. **Student O**: "This class helped me realize that

presentation skills while building confidence.	expressing myself is actually fun. I acted out a role with actions and expressions, and my classmates understood what I meant. Now I want to speak up more in class." **Student P**: "I was scared to act at first, but after practicing with my group, I felt brave. When I finished my part, everyone clapped, and I felt proud."
Lesson 7: Responsibility—Music Collaboration Challenge: Co-create Wonderful Melodies **Objective**: 1. To enhance the social skill component of responsibility. 2. To foster creativity through self-directed team formation. 3. To build trust and collaboration through shared music-making. 4. To emphasize responsibility and self-reflection through group evaluation and feedback.	**Student Q**: "Our group created music together. Everyone had their own part. I played the drum, so I practiced every day to stay on beat. I didn't want to let my teammates down. Being responsible really matters so our team can play well." **Student R**: "During music making, I saw that if one person didn't do well, the whole song got messed up. One classmate forgot to practice and made a mistake in the performance. We helped him improve, and I learned it's important to finish my own task seriously." **Student S**: "The teacher said everyone is a part of the team, and I agree. Only when we each do our part can the music turn out great. I felt proud that our group

	finished the project successfully together." **Student T**: "When I forgot my part once, my team helped me instead of getting mad. I learned that I must practice to not let the team down again."
Lesson 9: Empathy—Music Emotion Painting: Expressing Feelings with Sound and Color **Objective:** 1. To enhance the social skill component of empathy. 2. To deepen emotional understanding through the exploration of musical narratives. 3. To enhance empathy by interpreting and sharing emotional experiences inspired by music.	**Student U**: "After hearing the story behind Beethoven's 'Moonlight Sonata,' I felt a little sad. I didn't know composers also face big problems and sadness. Now when I listen to it again, I think of his feelings and better understand how to care about others." **Student V**: "Each group shared a favorite song and story. While listening to others' songs and stories, I could feel their happiness or sadness. I've learned to think from other people's point of view." **Student W**: "This class helped me understand that everyone feels differently about the same song. I didn't get why some classmates cried over music before, but now I know it's because they remembered something special. I want to listen more carefully to others now." **Student X**: "When I forgot my part once, my team helped me instead of getting mad. I learned that I must

	practice to not let the team down again."
Lesson 11: Self-Control—Music Creativity Workshop: Team Collaboration in Composition and Performance **Objective:** 1. To enhance the social skill component of self-control. 2. To enhance concentration through focused rhythm-based exercises. 3. To build resilience against distractions and emotional triggers. 4. To develop self-discipline, time management, and cooperation through group ensemble activities.	**Student Y**: "Today we practiced group rhythm playing. I always wanted to go faster, but to stay with the group, I worked hard to slow down. I learned that self-control is important so we can perform together." **Student Z**: "In the rhythm game, the teacher stopped suddenly to test us. I almost messed up, but I reminded myself to stay calm and wait for the signal. I found that if I don't rush, the music stays smooth." **Student A**: "We also tried playing without listening to each other. It was a mess—so loud and out of sync. Then we cooperated again, and it sounded great. I learned how important it is to control myself and follow the leader in a team." **Student B**: "Student D: "I used to play fast, but then I saw that it made our group messy. I practiced staying calm and now I can follow the beat better."
Lesson 12: Closure **Objective:** 1. To foster self-insight through	**Student C**: "It's the last lesson, and I feel a little sad. I've learned so many skills in this social skills class—cooperation, expressing myself, being responsible,

reflective learning and review of experiences and challenges. 2. To provide experiential opportunities that consolidate social skills and real-life application. 3. To guide students in sharing key learning experiences for comprehensive development.	caring for others, and self-control. I feel I've improved and become more confident." **Student D:** "Looking back on this term, I've become more caring and helpful, and I raise my hand more in class now. These changes all came from the music class activities. I've grown a lot." **Student E:** "At the end of the course, we shared what we learned. I said I've learned to manage my emotions better and stay calm when arguing with classmates. I also realized teamwork helps me make friends. These are big takeaways for me." **Student F**: "This class helped me learn more about myself. I used to get angry easily, but now I can take a breath and stay calm when things go wrong."

APPENDIX J

An Experiential learning model to enhance primary school students' social skills

Experiential Learning Model for Enhancing Social Skills

Lesson 1: The Orientation

I. Concept

This lesson aims to integrate the concept and significance of social skills into the music curriculum, helping students understand how to apply these skills in daily life. Through an experiential teaching approach, students learn via interaction and practice, thereby enhancing their cooperation, assertion, responsibility, empathy, and self-control. The music classroom is not only an arena for art education but also an important platform for cultivating students' overall qualities. Through various engaging music activities, students not only master basic music knowledge and skills but also develop social skills naturally, laying a solid foundation for their future learning and life.

II. Objective

1. To introduce the concept and importance of social skills.
2. To present the structure and design of the experiential learning-based curriculum.

III. Duration: 45 minutes

IV. Learning Materials

1. PowerPoint slides

2. Blank A4 paper

3. Group Discussion Question Sheet

4. Worksheet

V. Learning Process

1. Lead-in

1.1 Teachers and students get to know and introduce each other:

Rhythm Clapping Game - Ice-Breaking Interaction

The teacher takes on the role of "Music Explorer Captain" and leads the students to play the rhythm imitation game.

The teacher claps simple rhythms (e.g., "X X | XX X", representing "Clap – Clap – Quick Clap"), and the students follow and imitate. After three consecutive groups, invite 1-2 students to create a new rhythm, and the whole class imitates.

Objective: To enliven the atmosphere and establish trust between teachers and students through rhythm collaboration.

2. Learning Activities Process

2.1 The researchers first warmly introduced and got to know the students. Then please enjoy the PPT video presentation about social skills. And ask the students questions.

2.2 Free Speech. Students have 5 minutes to think: "What is social skills?" And communicate with your desk mate.

2.3 Teacher's Example: What are the elements of social skills? How are these

skills demonstrated in the regular music lessons?

2.3.1 Cooperation

In small group singing activities, students are divided into groups, with each group responsible for learning a part of the song. Each member must coordinate and cooperate with others, listen attentively, consider each other's opinions, and work together to solve challenges in singing. For example, some students take charge of the main melody, while others handle the harmony. They discuss the rhythm and pitch of the chorus together. Through such collaboration, not only are students' musical abilities strengthened, but their communication and teamwork skills are also enhanced. Cooperation refers to students'ability to actively participate in team activities and complete tasks together.

2.3.2 Assertion

In the classroom, when students engage in role-playing or creative performances, they have the opportunity to showcase their understanding and interpretation of musical works. For instance, when a student performs Twinkle, Twinkle, Little Star, they may choose to play the role of a star, vividly depicting the song's elements through body movements and facial expressions. This approach not only deepens students' understanding of music but also enhances their ability to confidently express their thoughts in front of others. Assertion refers to students' ability to express their needs, opinions, and rights in a clear and respectful manner.

2.3.3 Responsibility

During the class choir activity, the teacher divided the students into

different groups, with each group responsible for a specific part of the chorus, such as the main melody, harmony, or rhythm. Every student must be conscientious and responsible, ensuring that their assigned part is practiced thoroughly and that they are well-prepared to collaborate with others in the chorus in a timely manner. Through such activities, students gradually understand that only when everyone fulfills their role conscientiously can the entire chorus proceed smoothly, thereby cultivating a sense of collective responsibility. A sense of responsibility refers to students' ability to fulfill their obligations, complete assigned tasks, and be accountable for their own actions and decisions.

2.3.4 Empathy

In musical theatre performances, students often need to take on different roles. At such times, they step into the shoes of various characters and consider issues from their perspectives. For instance, when rehearsing Little Red Riding Hood or other story scripts, students develop an understanding of different characters' emotions and experiences through role-playing, experiencing their joys, sorrows, and other feelings. Through this process, students not only learn to see things from others' perspectives but also deepen their understanding and empathy for others' emotions. Empathy refers to the ability to recognize, understand, and share the feelings and viewpoints of others.

2.3.5 Self-control

In a group chorus, students must follow the conductor's or teacher's instructions to maintain a consistent rhythm and pitch. If a student loses focus due to

emotional fluctuations or other reasons, it may affect the overall performance of the chorus. Therefore, each student must exercise self-regulation by listening attentively to the conductor and adjusting their voice and rhythm accordingly. Self-control refers to students' ability to regulate their emotions, control impulses, and manage their behavior in different social situations.

2.4 Experiential Learning Model

2.4.1 Definition and available value of the learning model

Experiential learning refers to an instructional approach that integrates practical activities or scenarios aligned with educational objectives, enabling students to gain knowledge and skills through direct experience and reflection.

2.4.2 Characteristics and application steps of the model

Experiential learning emphasizes active participation, real-world application, critical reflection, authenticity, collaboration, and a student-centered approach. These elements help students develop essential skills and apply acquired knowledge in practice, making it a highly effective educational method.

Based on these principles, the researchers designed 12 teaching activities, each lasting 45 minutes, and each consisting of three key stages: (1) Lead-in, (2) Learning Activity Process, and (3) Conclusion.

2.5 Group Discussion

The teacher first posed open-ended questions, prompting students to engage in group discussions and encouraging open expression of their ideas. Subsequently, each group selected one or two student representatives to speak,

ensuring that their speeches remained neutral and did not involve judgments of right or wrong:

How do you think social skills are demonstrated in a music class?

Which social skills do you most hope to improve through experiential teaching? Is it cooperation, self-expression, empathy, responsibility, or self-control?

3. Conclusion

Social skills play a crucial role in the development of primary school students. These abilities not only help them adapt better to school life but also serve as an important foundation for their overall emotional and social development. Students with strong social skills are better equipped to build positive relationships with their classmates and teachers, engage more proactively in class, and handle various social situations with confidence.

In music education, experiential learning methods create real, challenging, and engaging scenarios through the medium of music, allowing students to naturally develop social skills in these contexts. By participating in hands-on music activities and reflecting on their experiences, students can enhance their abilities in cooperation, assertion, responsibility, empathy, and self-control.

VI. Evaluation

1. Observe students' classroom performance to determine their level of engagement and clarity in expressing their viewpoints.

2. Collect students' feedback on the course to assess their understanding of

social skills and the experiential teaching model.

VII. Appendix:

Appendix:

Worksheet

Lesson 1: The orientation

Name: _____ Class: _____ Group Name: _____

Part One: Understanding Social Skills

1. After watching the video, fill in the blanks below:

(1) What are social skills? (Summarize in your own words)

_____

(2) Why are social skills important?

_____

Part Two: Group Activity—Social Skills in Music

Think about the following questions after the group activity and write down your answers:

1. During the group discussion, did the members express their viewpoints confidently and clearly?

_____

2. Did the group members respect each other's opinions?

_____

Part Three: Please rate yourself in the following social skills (1–5, with 5 being the

best) ：

Social Skills	Scoring (1–5)
Cooperation	
Assertion	
Responsibility	
Empathy	
Self-control	

Part Four: Reflection and Improvement

(1) What new social skills did you learn in this music class?

_____

(2) Which social skill do you think is the most important for you? Why?

_____

(3) In the future courses, what methods do you hope to use to improve your social skills?

_____

Appendix:

Group discussion question sheet

Discussion Topic:

1. How do you think social skills are demonstrated in music class?

2. Which social skills do you most hope to improve through experiential teaching?

Is it cooperation, self-expression, empathy, responsibility, or self-control?

Appendix:

Experiential Learning Model for Enhancing Social Skills

Lesson 2: Cooperation (1)

I. Concept

Cooperation refers to students' ability to work collaboratively within a team, including following rules, sharing resources, actively participating in group activities, and assisting classmates and teachers. It emphasizes working harmoniously with others to achieve common goals while maintaining a positive team dynamic. Through the learning activities in this lesson, students not only experience the joy of music and imagination but also enhance their communication, task management, and collaborative skills, laying a solid foundation for future academic and personal development.

II. Objective

1. To foster students' team spirit.
2. To promote collaboration through group performances.
3. To shift students from passive reception to active engagement through hands-on experiences.

III. Duration: 45 minutes

IV. Learning Materials

1. Excerpts of music from various styles

2. Music background images

3. Worksheet

V. Learning Process

1. Lead-in

1.1 Guess the Picture by Listening to the Sound

The teacher plays four short music excerpts in different styles and asks students to close their eyes, listen attentively, and consider the following questions:

A. What scene do you imagine while listening to this music?

B. What kind of image or story does the music bring to mind?

1.2 A few students are invited to share their imagined pictures. The teacher then summarizes the relationship between music and scene association to stimulate interest.

2. Learning Activities Process

2.1 Group Division and Task Allocation

The teacher divides the students into four groups and randomly assigns each group a piece of music. Each group will analyze their assigned music piece and collaboratively develop a short story inspired by its mood and rhythm. The division of labor for each group is as follows:

Grouping	Category	number of people	Task
1	Story Creator	2	Develops the main plot structure.

2	Scenario Designer	2	Enhances story details including setting, atmosphere, and background.
3	Role player	4-5	Performs or narrates the story.
4	Music Coordinator	2	Integrates music style and adjusts story pacing accordingly.

2.2 Music Listening and Group Discussion

Each group discusses the story setting based on the style, rhythm, and mood of the assigned music and initially determines the story content.

2.3 Story Creation

Each group collaborates to construct a story with a clear beginning, development, climax, and conclusion. The narrative may take the form of an adventure, fairy tale, or fantasy, and should align with the mood of the music. For example, upbeat music can enhance the climax, while slower rhythms can build tension or highlight emotional transitions.

2.4 Group Presentation: Story Performance or Narration

2.4.1 Story Presentation:

Each group presents their story through a short performance or live narration, optionally enhanced with expressive gestures and movement.

2.4.2 Audience Interaction:

Other groups can ask questions or provide suggestions.

2.4.3 Evaluation:

Evaluate each group's teamwork, task division, creativity in storytelling,

and how well they integrate music.

2.4.4 Recognition:

Commend teams that demonstrate exceptional collaboration and creativity, reinforcing the value of cooperative effort.

3. Conclusion

3.1 In this section of the course, students developed their ability to perceive emotions in music by listening to various styles and associating music with specific scenes or stories. This not only enhanced students' imagination and creativity, but also deepened their musical understanding and expressive abilities.

3.2 Through group collaboration and creative activities, students engaged in discussions, divided tasks, and used music to create and present stories or scenes. During this process, they learned to listen to others' opinions, respect their team members, communicate effectively, and allocate tasks reasonably, thereby strengthening their cooperation skills and team awareness.

VI. Evaluation

1. Observe students' engagement in group discussions and presentations.
2. Provide feedback on communication, task coordination, and team dynamics.
3. Evaluate group outputs based on creativity, completeness, and musical alignment.
4. Encourage students to reflect on collaborative highlights and areas for improvement.

VII. Appendix:

Appendix:

Worksheet

Lesson 2: Cooperation (1)

Name: _____ Class: _____ Group Name: _____

Part One: Listening & Feeling

1. Listen to the music and write down your feelings.

Please listen carefully to the music played by the teacher and record your feelings below.

Music Fragment Number	Emotions You Hear (happiness, sadness, tension, relaxation, etc.)	Scene or Story That Comes to Mind

Part Two: Teamwork & Creation

1. Please complete the following task with your group members:

(1) Choose a piece of music and describe the story or scene it evokes.

Music Selection: _____ (Write the name or number of the music)

Brief Introduction to Your Story/Scene:

_____

_____

(2) Group Task Distribution

Story Creator: _____

Scenario designer: _____

Role player: _____

Music coordinator: _____

Part Three: Group Presentation and Feedback

1. After your group presentation, please answer the following questions:

(1) What contributions did you make during the collaboration process?

_____

(2) What do you think was the best part of your group's performance?

_____

(3) What do you think could be improved if you were to do it again?

_____

2. Watch the performances of other groups and fill in the evaluation form:

Group name	Was their story or performance engaging? (1-5)	How well did they cooperate? (1-5)	Your comments

Part Four: Reflection and Summary

1. What was your biggest takeaway today?

_____

_____

2. Which collaboration skills did you develop?

_____

_____

3.What was your favorite part? Why?

_____

_____

Experiential Learning Model for Enhancing Social Skills

Lesson 3: Cooperation (2)

I. Concept

Cooperation is vital for students in developing social skills. Chorus training, an essential part of music education, serves as a platform for fostering teamwork. Through activities such as listening, coordination, expression, and collaboration, students experience the power of teamwork, enhancing both their musical and interpersonal growth. For primary school students, cooperation goes beyond task completion—it is a key aspect of socialization. It teaches them to listen, express themselves, be inclusive, and work as a team, fostering strong interpersonal relationships. In daily learning, cooperative skills directly influence social development, helping children build friendships, strengthen team awareness, and adapt to group environments in school and life.

II. Objective

1. To cultivate students' teamwork skills.
2. To develop students' listening and collaboration.
3. To promote peer feedback and collaborative adjustment for improved choral performance.

III. Duration: 45 minutes

IV. Learning Materials

1. Children's choir performance video
2. Sheet music
3. Piano
4. Metronome
5. Worksheet
6. Group discussion question sheet

V. Learning Process

1. Lead-in

1.1 Situational Questioning

The teacher plays an outstanding children's choral piece for students to listen to and discuss:

A. What are the distinctive features of this song?

B. How do you think the singers coordinate with each other?

C. How would the song sound if performed by only one person?

The teacher then introduces the theme:

"*A chorus is not only a form of musical expression, but also a demonstration of teamwork.* "

2. Learning Activities Process

2.1 Choral Basic Training

Pitch Training: The teacher plays a fixed pitch, and students imitate it, correcting their intonation as needed.

Rhythm Practice: Students read the lyrics along with a metronome to ensure rhythmic unity.

Harmony and Vocal Tone Blending: Students practice simple harmony exercises in sections to experience the blending of different vocal parts.

Teamwork: Group practice helps students understand the importance of listening and adjusting to one another.

2.2 Group Cooperation—Two-Part Practice

The class is divided into two groups. One group sings the melody while the other hums a simple harmony line. This exercise helps students maintain their vocal part while listening and adjusting to the ensemble.

Objective: Train students to focus on their own part while also listening and coordinating with the overall team performance.

2.3 Classroom Presentation and Evaluation

2.3.1 Full-Class Choral Performance

Under the teacher's direction, students perform a complete choral piece.

2.4 Group Discussion

Each group selects a representative to summarize and answer the following questions:

A. What challenges did your group encounter during collaboration?

B. How did you overcome them?

C. What aspects of choral singing help build teamwork? (e.g., listening attentively, matching pitch and rhythm, and following the conductor's cues.)

3. Conclusion

3.1 Through systematic choral training, students refined their pitch, rhythm, and harmony skills while also strengthening their teamwork abilities. Group practice and performances reinforced their ability to coordinate, listen attentively, and adapt, nurturing a strong sense of collective responsibility and collaboration.

3.2 Choral singing is not just a technical skill but an art of cooperation. Students learned to solve problems through teamwork, stay focused, and collaborate to achieve a harmonious musical effect.

3.3 Through collaborative activities and self-reflection, students enhanced both their self-awareness and teamwork skills. By engaging in self and peer evaluations, they gained valuable feedback, ultimately improving both their individual and group performance.

VI. Evaluation

1. Teachers observe whether students demonstrate an understanding of cooperation during choral activities.

2. Teachers assess progress in teamwork based on group rehearsals and student engagement.

3. Students reflect on their learning, document key takeaways in the worksheet, and identify areas for future improvement.

VII. Appendix:

Appendix:

Worksheet

Lesson 3: Cooperation (2)

Name: _____ Class: _____ Group Name: _____

Part One: Self-Evaluation

Please rate your performance in this choral training on a scale of 1 to 5, with 5 being the highest.

Evaluation Items	Scoring (1-5)	Your feelings or Areas for improvement
I can match pitch accurately		
I can maintain a steady rhythm		
I can collaborate with group members		
I can actively listen to other vocal parts		

Part Two: Group Evaluation

Please evaluate your performance in teamwork:

Group Name	Level of Cooperation (1-5 points)	Level of Coordination (1-5 points)	Your Feedback or Comments

Part Three: Reflection and Improvement

(1) What did you learn from this choral experience?

_____

(2) In which area do you think you can improve the most?

_____

Appendix:

Group discussion question sheet

Discussion Topic:

1. What challenges did your group face during the collaboration?

2. How did you work together to overcome them?

3. What elements of choral singing best promote teamwork? (e.g., active listening, volume control, following the conductor)

Experiential Learning Model for Enhancing Social Skills

Lesson 4: Assertion (1)

I. Concept

Assertion refers to the ability to clearly and respectfully express one's needs, opinions, and rights. It involves initiating interactions, advocating for oneself, and demonstrating confidence without infringing upon others. This lesson enhances students' confidence and communication through music-based activities. By expressing emotions using language, movement, or visual art, students improve their expressive abilities. Group collaboration fosters both assertiveness and respect for others, while presentations help build confidence. Developing assertiveness not only supports social skills and teamwork, but also prepares students to face challenges with greater resilience.

II. Objective

1. To enhance musical perception through exploration of diverse emotional themes.

2. To foster assertiveness by encouraging expressive group collaboration.

3. To develop clear and confident expression as part of social skill growth.

III. Duration: 45 minutes

IV. Learning Materials

1. Piano
2. Excerpts of music from various styles
3. Drawing paper, colored pens
4. Sticky notes
5. Worksheet

V. Learning Process

1. Lead-in

1.1 Music Inspires Expressive Interest

The teacher plays a short piece of music (e.g., cheerful light music) and asks:

A. How do you feel after listening to this music?

B. If you could describe it in one word, what would it be?

(Students freely express their thoughts, and the teacher encourages diverse responses, such as "happy," "relaxed," or "like a bird flying.)

1.2 Introduce the theme: "*Music evokes different emotions. Today, we will explore how to express our thoughts and feelings through music*."

2. Learning Activities Process

2.1 Exploration Phase—Sensation and Expression

2.1.1 Listening to Music and Expressing Emotions

The teacher plays three pieces of music in different styles (e.g., cheerful, sad, and mysterious).

After each piece, students write down their emotional impressions using a word, phrase, or sentence (e.g., “a forest adventure,” “a little sad”).

Some students share their descriptions, with the teacher encouraging diverse expressions.

2.1.2 Selecting a Mode of Expression

Students select a preferred way to express the emotions evoked by the music:

Verbal Expression—Use complete sentences to describe imagery or emotions inspired by the music.

Physical Expression—Use body movements to portray the mood or scenario reflected in the music.

Visual Expression—Use colors, shapes, or lines to visually represent the music's atmosphere.

Students share their chosen methods within their groups, while the teacher provides encouragement and guidance.

2.2 Group Creation and Presentation

2.2.1 Group Cooperative Creation

In groups of 10–11, students choose a music piece and prepare a group presentation using two or more modes of expression (e.g., verbal + visual, movement + verbal). Groups are encouraged to divide roles and support one another.

The teacher circulates to encourage bold and respectful expression.

Groups discuss and divide tasks, with the teacher circulating to guide and encourage bold expression.

2.2.2 Group Presentation

Each group presents their work to the class. Audience members from other groups respond with brief one-sentence reflections (e.g., “This performance made me feel warm”).

3.Conclusion

3.1 This lesson helps students express their emotions and ideas through music, improving their self-expression skills. By engaging in listening, discussion, creation, and presentation, they develop a deeper understanding of music and gain confidence in communication. Group activities strengthen teamwork and respect for others’ expressions, while diverse expression methods boost creativity and confidence.

3.2 Teachers can encourage students to express themselves more in daily life, gradually refining their communication skills. By applying these techniques, students gain confidence in sharing their thoughts, improving both language skills and artistic perception, and laying a strong foundation for personal and social growth.

VI. Evaluation

1. Observe students' willingness to share their emotional responses and express ideas confidently.

2. Assess students' use of various expressive methods (e.g., language, movement, drawing) and creativity.

3. During group work, evaluate clarity of expression and respect for peers' perspectives.

VII. Appendix:

Appendix:

Worksheet

Lesson 4: Assertion (1)

Name: _____ Class: _____ Group Name: _____

Part One: Listening Reflection

Listen carefully to each music clip and describe your emotional response:

Music Number	Your Feelings (Use words, sentences, or metaphors)	Imagery or Story That Comes to Mind

Part Two: Choose Your Expression

Choose one or more of the following methods to express your feelings about the music:

☐ Language Expression: Write a sentence or short paragraph describing the mood or image evoked.

☐ **Body Movement**: Create a simple movement to represent the music's emotion (you may demonstrate during sharing).

☐ **Drawing**: Use drawings, colors, or patterns to represent the music's mood (you may use the back of this page).

Please describe or demonstrate your chosen expression method. (If drawing, use the back of this page.)

_____

Part Three: Group Collaboration

Group Members: _____

Our group selected music clip number ____, which reminds us of: _____

We have decided to present using the following methods (multiple selections allowed):

☐ Verbal Description

☐ Action Performance

☐ Painting Display

☐ Other (please specify) _____

Part Four: Presentation and Reflection

1. What impression did another group's presentation leave on you?

_____

2. What do you consider the strongest part of your group's performance?

3. What would you like to improve in your future expression?

Experiential Learning Model for Enhancing Social Skills

Lesson 5: Assertion (2)

I. Concept

This lesson integrates role-playing and musical performance to enhance primary school students' self-expression. Through role-play, students convey their thoughts and emotions using language, gestures, and facial expressions, while music enhances emotional engagement through melody and rhythm, making expression more vivid and natural. These activities help students improve their verbal skills, emotional regulation, teamwork, and listening, ultimately strengthening their confidence and communication abilities. By immersing themselves in these experiences, students learn to express themselves clearly, participate actively in social and learning contexts, and lay a strong foundation for future personal growth.

II. Objective

1. To connect musical elements with real-life experiences through role-playing.
2. To develop public speaking and presentation skills while building confidence.

III. Duration: 45 minutes

IV. Learning Materials

1. Excerpts of music from various styles
2. Music story theater scenario cards
3. Sound system
4. Worksheet

V. Learning Process

1. Lead-in

1.1 Music Emotion Perception

The teacher plays various types of music (cheerful, sad, tense, mysterious, etc.) and asks students to close their eyes, listen, and express their feelings. Question:

A. What does this piece of music make you think of? What kind of story could it accompany?

This activity helps students understand that music is not only for listening but can also be expressed through facial expressions, gestures, and language.

2. Learning Activities Process

2.1 Group Creative Performance

The teacher prepares four pieces of music in different styles, each paired with a music story card. Students are divided into four groups. Group leaders draw lots to select one music piece and its corresponding card. Each group then interprets and prepares a performance based on the selected music and scenario.

2.2 Group discussion and planning:

- Interpret the story scenario

- Assign roles (e.g., main actor, supporting actor, narrator, music coordinator)
- Design key movements, dialogue, and scene transitions.

2.2.1 Rehearsal:

- Students practice their performance.
- The teacher circulates, offering guidance and suggestions.

2.3 Group Performance and Feedback

Group Presentation: Each group performs while others observe and offer supportive comments.

Interactive Reflection: Following the presentation, each group reflects using guided questions.

2.4 Cooperative Reflection and Discussion:

After the performance, group members evaluate each other:

A. How did your group express the characters' emotions?

B. What challenges did you face during rehearsal and performance?

C. If you could perform again, what improvements would you make?

3. Conclusion

3.1 In this course, the teacher provides feedback on each group's performance and encourages students to express themselves confidently. Through role-playing and music performances, students have significantly improved their language expression, physical performance, and emotional expression skills. They have learned to effectively convey information using voice, facial expressions, and

movements while also enhancing their communication skills and self-confidence in teamwork.

3.2 Classroom activities not only helped students understand music as a diverse means of expression but also encouraged them to express their thoughts and emotions more freely in various situations. It is hoped that students will continue to apply these skills in their future studies and lives, express themselves confidently, and grow up happily.

VI. Evaluation

1. Evaluate students' fluency, use of body language, and collaboration during group tasks.

2. Use the "Performance Evaluation Form" to assess clarity of expression, emotional engagement, and teamwork.

3. Guide students in reflecting on their individual and group performance through structured self-evaluation.

4. Encourage students to practice confident and respectful self-expression in daily interactions.

VII. Appendix:

Appendix:

Worksheet

Lesson 5: Assertion (2)

Name: _____ Class: _____ Group Name: _____

Part One: Role Assignment Record：

Task	Number of Participants	Primary Responsibility

Part Two: Evaluation of Cooperation Performance

Rate your group performance on a scale of 1-5 (1 = Needs Improvement, 5 = Excellent).

Evaluation Item	Score (1-5 points)	Feedback or Suggestions

Team communication		
Role assignment		
Collaboration		
Expressive performance		

Part Three: Reflection

1. What aspect of your performance were you most satisfied with?

_____

2. What was the biggest challenge you encountered during the collaboration?

_____

3. If you perform again, what would you like to improve?

_____

Appendix:

Music Story Theater – Role-Playing Scenario Cards

Scenario 1: The Magical Music Forest

Music Style: Mysterious and enchanting melody

Setting: A deep, magical forest where music has special powers.

Roles:

- **Curious Explorer**: Finds a hidden musical note.
- **Talking Tree**: Speaks in rhymes and provides clues.
- **Guardian of Music**: Protects the forest's melodies.
- **Lost Musician**: Needs help to find their missing instrument.

Plot: The Curious Explorer enters the Magical Music Forest and hears a strange melody. The Talking Tree gives a riddle about a missing magical note. The Guardian of Music warns that without the note; the forest will lose its music. The Lost Musician searches for their missing instrument. Together, the characters must use music and teamwork to restore the harmony of the forest.

Guiding Questions:

- How do you express curiosity and excitement through your voice and body language?
- How does the Talking Tree change tone and rhythm when speaking?
- How can the Guardian of Music show seriousness and responsibility?

Scenario 2: The Kingdom of Emotions

Music Style: Sad and emotional melody.

Setting: A kingdom where emotions are controlled by music.

Roles:

- **King/Queen of Emotions**: Decides which emotions will be felt.

- **Happy Citizen**: Loves to spread joy.

- **Sad Musician**: Only plays sorrowful tunes.

- **Mysterious Traveler**: Brings a new melody to the kingdom.

Plot: The King/Queen of Emotions controls the mood of the kingdom through a magical harp. The Happy Citizen enjoys life but doesn't understand sadness. The Sad Musician refuses to play anything cheerful. One day, the Mysterious Traveler arrives with a new melody that blends all emotions together. The kingdom must decide: Should emotions be controlled, or should they exist freely?

Guiding Questions:

- How does music help you express different emotions?

- What gestures and facial expressions can you use for happiness vs. sadness?

- How can the King/Queen show authority in their voice and actions?

Scenario 3: The Missing Sound

Music Style: Suspenseful and adventurous music

Setting: A city where one important sound has disappeared.

Roles:

- **Detective**: Leads the investigation.

- **Mayor**: Desperate to bring back the missing sound.

- **Local Musician**: Notices the sound was last heard near a concert hall.

- **Mischievous Sound Thief**: Knows the secret but won't give it up easily.

Plot: One morning, the city wakes up to a shocking realization—one important sound has disappeared! The Detective must interview different characters, gather clues, and solve the mystery. The Local Musician remembers the last time the sound was heard. The mayor is anxious to restore normalcy. The Mischievous Sound Thief has hidden the sound but will only return it if convinced through creative music and storytelling.

Guiding Questions:

- How does the Detective use a clear and confident voice?

- What body language shows suspicion, excitement, or worry?

- How can the Sound Thief make their role playful but mysterious?

Scenario 4: The School Talent Show Surprise

Music Style: Upbeat and lively performance music

Setting: A school preparing for a talent show.

Roles:

- **Shy Student**: Nervous about performing.

- **Confident Performer**: Loves being on stage.

- **Supportive Friend**: Encourages and helps the shy student.

- **Teacher/Show Host**: Introduces acts and encourages students.

Plot: The Shy Student wants to participate in the talent show but is too nervous. The Confident Performer enjoys performing and doesn't understand the fear. The Supportive Friend helps the shy student practice, while the Teacher/Show Host gives encouragement. Can the Shy Student overcome their fear and perform?

Guiding Questions:

- How does the Shy Student show nervousness through voice and gestures?

- How can the Confident Performer express enthusiasm and energy?

- What words of encouragement can the Supportive Friend use?

Experiential Learning Model for Enhancing Social Skills

Lesson 6: Responsibility (1)

I. Concept

Responsibility refers to the ability to fulfill obligations, complete tasks, and take ownership of one's actions. This lesson engages fourth-grade students in developing responsibility and teamwork through music and movement activities. By taking on various roles such as movement designer, rhythm coordinator, and team leader, students practice individual accountability and collaborative decision-making. The integration of music and movement fosters not only artistic expression but also essential life skills such as confidence, cooperation, and responsibility.

II. Objective

1. To explore various musical styles through creative movement.
2. To develop leadership, task management, and collaborative skills.
3. To foster independent decision-making and a sense of accountability.

III. Duration: 45 minutes

IV. Learning Materials

1. Excerpts of music from various styles

2. Blank A4 paper and pens

3. Sound system

4. Worksheet

5. Group discussion question sheet

V. Learning Process

1. Lead-in

The teacher plays a selected piece of music and encourages students to move freely, expressing the rhythm and mood with their bodies.

Follow-up questions may include:

"When you hear music like this, how does it make you want to move?"

"What do we need to consider if we want to choreograph a routine for this music?"

2. Learning Activities Process

2.1 The Relationship Between Music and Movement

Introduce how different types of music influence physical expression—for example, lively music suits energetic movements, while

soothing music pairs well with gentle, fluid motions.

The teacher divides students into four groups, assigning each a distinct music style. Each group then designs movements that best reflect the characteristics of their assigned music.

2.2 Group Task Division

Each group is assigned specific roles, such as the choreography leader, movement designer, rhythm coordinator, and team coordinator. The teacher facilitates a discussion on the responsibilities of each role to ensure students understand their duties within the team.

2.3 Practice and Creation

Each group selects a piece of music and collaboratively choreographs a simple sequence.

Students practice synchronizing their movements and adapting their choreography through discussion and iteration.

They are encouraged to record challenges and offer support to peers to foster mutual growth and problem-solving.

2.4 Presentation and Evaluation

Each group performs their music and movement sequence on stage.

Other groups provide constructive feedback, evaluating whether the movements align with the music's rhythm and if teamwork is well-coordinated.

Teacher's question: What was your role in the team, and how did you fulfill your responsibility?

2.5 Reflection and Group Discussion

Teacher's summary: Highlights the importance of responsibility in teamwork, emphasizing how each member's effort contributes to the group's overall success.

Individual reflection: "*Did I fulfill my responsibility in this activity?*

How can I improve next time?"

Group discussion: "*How can we better take responsibility in future studies and everyday life*?"

3. Conclusion

3.1 In the course, students not only enhanced their artistic expression but also developed teamwork and a sense of responsibility. Each student took on a role—motion designer, rhythm coordinator, team coordinator, or performance director—gaining insight into how their contributions influenced the team. Through discussions, practice, and presentations, they improved their ability to listen, adapt, and collaborate to achieve shared goals.

3.2 During class presentations, students experienced the sense of accomplishment that comes from teamwork. Through self-assessment and group reflection, they recognized that responsibility impacts both individual performance and team success. Many expressed a newfound commitment to teamwork and accountability in their studies and daily lives.

VI. Evaluation

1. Observe students' engagement and their ability to complete assigned roles.

2. Evaluate group collaboration based on cooperation, coordination, and role fulfillment.

3. Assess movement accuracy and creativity in relation to musical elements (rhythm, mood, tempo).

4. Analyze student reflections for depth of understanding regarding responsibility and teamwork.

VII. Appendix:

Appendix:

Worksheet

Lesson 6: Responsibility (1)

Name: _____ Class: _____ Group Name: _____

Part One: Role Assignment Table

Please fill in each member's responsibility.

Role	Number of People	Primary Responsibilities
Choreographer		
Rhythm Coordinator		
Team Coordinator		
Lead Performer		

Part Two: Motion Design

Please record your team's designed movement plan

1. Our music style is:

_____

2. The main movement rhythm is (fast/slow/variable):

_____

3. Relationship between movement and music (e.g., which movements emphasize rhythm? Which express emotions?):

_____

4. Are there any innovative movement arrangements? (If so, please describe):

_____

Part Three: Personal Responsibility Self-Assessment

Rate your performance on a scale of 1-5 (1 = Needs Improvement, 5 = Excellent).

Evaluation Criteria	Rating (1-5)	Feedback/Improvement Suggestions
I completed my assigned tasks responsibly.		
I communicated and collaborated effectively with my teammates.		
I respected and considered others' opinions.		
I demonstrated full effort during the performance.		

Part Four: Individual and Team Reflection

1. What responsibilities do you think you took on in the team?

_____

2. What challenges did you encounter during the activity? How did you overcome them?

_____

3. What do you think is the most important aspect of teamwork?

_____

Appendix:

Group discussion question sheet

Discussion Topic:

1. Did you fulfill your responsibilities in this activity? How can you improve next time?

2. How can you take greater responsibility in your future studies and daily life?

Experiential Learning Model for Enhancing Social Skills

Lesson 7: Responsibility (2)

I. Concept

Music is more than a form of personal expression—it is a collaborative art that nurtures teamwork through ensemble playing, choral singing, and group composition. In this lesson, students will work in teams to compose a melody or rhythm, with clearly defined roles such as rhythm designer, melody composer, and overall coordinator. Their combined efforts will result in a complete musical piece, where each member's contribution is essential. This process helps students develop a sense of responsibility, problem-solving skills, and the ability to coordinate with others—abilities vital for academic and social success.

II. Objective

1. To foster creativity through self-directed team formation.
2. To build trust and collaboration through shared music-making.
3. To emphasize responsibility and self-reflection through group evaluation and feedback.

III. Duration: 45 minutes

IV. Learning Materials

1. Piano
2. Percussion Instruments
3. Group discussion question sheet
4. Worksheet

V. Learning Process

1. Lead-in

1.1 Exploring Melodies and Creative Thinking

The teacher plays two contrasting melodies and invites students to reflect on how the music makes them feel. Then the class discusses:

"How do you think this melody was created?"

"If you were to compose a melody with your classmates, where would you begin?"

The teacher introduces today's learning challenge:

"Let's work together to create a beautiful and original melody!"

1.2 Discussion:

A. If you were to compose a melody with your classmates, how would you start?

1.3 This leads to the lesson's theme:

"*Today, we have a challenge—working together to create a beautiful melody*!"

2. Learning Activities Process

2.1 Key Elements of Musical Collaboration

2.1.1 Introduction to melody composition (rhythm, pitch, repetition, variation, etc.)

Discussion:

How can each team member contribute their musical ideas?

2.1.2 Team Roles and Responsibilities

Each group assigns different roles, such as the Melody Designer, Rhythm Coordinator, Instrument Player, and Team Coordinator.

Discussion on teamwork:

A. What happens if a certain student does not fulfill their responsibility? How does it affect collaboration?

Students complete the Group Task Assignment Chart to clarify their roles.

2.2 Practice and Creation

Each group begins their collaborative composition by selecting a musical theme and building a rhythmic pattern. They then experiment with different pitch combinations and refine their work through discussion and practice. Throughout the process, the teacher offers guidance, encourages equitable participation, and supports students in managing their responsibilities.

2.2.1 Select a melody theme and establish a rhythmic pattern.

2.2.2 Discuss and decide on pitch and note combinations.

2.2.3 Experiment with playing the melody and make refinements as needed.

2.2.4 Finalize the composition and practice the performance.

Throughout this process, the teacher provides guidance and support, encouraging students to take responsibility for their roles while reinforcing the importance of teamwork.

2.3 Presentation and Evaluation

Each group performs their original melody and shares a brief explanation of their creative process.

Other groups offer constructive feedback, evaluating the harmony, creativity, and collaboration demonstrated in the composition.

Teacher-led Reflection:

A. How did your group divide tasks and collaborate?

B. What was your role in the team, and how well did you fulfill your responsibility?

3. Conclusion

3.1 This course used a collaborative music challenge to help students experience the value of teamwork while strengthening their sense of responsibility through role division. By composing melodies, they learned to contribute effectively, communicate clearly, and solve problems within a team. During the reflection session, students not only evaluated their contributions but also explored ways to enhance their teamwork skills. More than just a music creation activity, this lesson served as a valuable

exploration of responsibility and team spirit, fostering both personal growth and collaboration.

3.2 Each member's contribution shapes the final outcome. A successful team depends on individuals who fulfill their roles, support peers, and take responsibility. Just like in music, where harmony comes from alignment, teamwork thrives when everyone actively participates and stays committed.

VI. Evaluation

1. Teacher assessment: Observing students' task performance, role fulfillment, teamwork, and musical output.

2. Self-assessment: Students evaluate their own responsibility, contribution, respectfulness, and collaboration.

3. Peer evaluation: Group members provide feedback on musical quality, creativity, and cooperation during the activity.

VII. Appendix:

Appendix:

Worksheet

Lesson 7: Responsibility (2)

Name: _____ Class: _____ Group Name: _____

Part One: Role Assignment (Please Fill in Each Member's Responsibility)

Role	Member	Primary Responsibilities
Melody Designer		
Rhythm Coordinator		
Instrumentalist		
Team Coordinator		

Part Two: Melody Creation Process Record

1. Our melody style is (e.g., lively, lyrical, etc.):

_____

2. The main notes we used are (write in number notation or note names):

_____

3. How did we divide and collaborate on tasks?

_____

4. What challenges did we encounter during the creation process? How did we solve

them?

Part Three: Responsibility Self-Assessment

Please rate yourself on a scale of 1-5 (1 = Needs Improvement, 5 = Excellent).

Evaluation Criteria	Rating (1-5 points)	Feedback/Improvement Suggestions
I fulfilled my assigned responsibilities.		
I communicated and collaborated with my teammates.		
I respected and listened to teammates' ideas.		
I contributed actively to the creation process.		

Part Four: Team Reflection

1. What challenges did I encounter during the activity? How did I solve them?

---

2. What did we learn from this activity?

Appendix:

Group discussion question sheet

Discussion Topic:

1. How do you think this melody was created?

2. If you were to compose a melody with your classmates, how would you start?

Experiential Learning Model for Enhancing Social Skills

Lesson 8: Empathy (1)

I. Concept

Empathy is the ability to understand and share others' feelings by viewing the world from their perspective. It plays a key role in building meaningful relationships and emotional intelligence. Music and visual art serve as powerful channels for emotional expression—music conveys feelings and fosters connection, while art provides a tangible means to interpret and externalize emotions. In this lesson, students explore and express emotions through sound and color. By listening to music and transforming those feelings into artwork, students enhance both self-expression and their ability to understand others' emotional experiences, reinforcing the core concept of empathy.

II. Objective

1. To enhance emotional awareness through music and visual expression.
2. To foster empathy by encouraging students to share and interpret emotions collaboratively.

III. Duration: 45 minutes

IV. Learning Materials

1. Piano
2. Music clips conveying different emotions
3. Drawing paper and crayons
4. Group discussion question sheet
5. Worksheet

V. Learning Process

1. Lead-in

1.1 Experiencing Music and Initial Associations

The teacher plays an upbeat melody and invites students to close their eyes and focus on how it makes them feel. After listening, students reflect on these guiding questions:

A. How did this music make you feel?

B. If this music were a color, what would it be?

C. How might others feel when listening to the same music?

1.2 Sharing and Discussion

Students share their thoughts, followed by a guided discussion:

A. Why do different people feel different emotions from the same music?

This introduces today's theme:

"Let's use music and art to express and understand emotions—our own and others."

2. Learning Activities Process

2.1 Teacher Demonstration

The teacher demonstrates how musical emotions can be translated into visual elements.

Lines: Smooth, flowing lines may represent calmness or joy; sharp, jagged lines may express tension or anger.

Colors: Warm tones (red, yellow, orange) often evoke energy and happiness, while cool tones (blue, purple, gray) may represent sadness or peace.

Discussion prompts:

A. When you feel happy, what colors come to mind? (e.g., yellow, orange)

B. When you hear sad music, what colors would you choose? (e.g., blue, gray)

2.2 Group Activity

Each group selects a music clip and discusses the emotions it evokes.

They collaboratively create a “musical emotion painting” by assigning roles such as:

- Color and line designer
- Emotional interpreter
- Background artist
- Presenter

Teacher’s Role:

- Provide guidance and feedback throughout the process.
- Encourage students to observe, listen, and collaborate, fostering

both self-expression and empathy.

2.3 Presentation and Reflection: Understanding Others' Emotions

Each group presents their artwork and answers the following questions:

A. What emotion does your music convey?

B. Why did you choose these colors and lines?

C. How did you assign roles within your team?

3. Conclusion

3.1 This lesson allowed students to explore the connection between music and visual art while enhancing their emotional expression and understanding. By listening to different musical pieces, they experienced various emotions and used colors and visual elements to interpret and express them. This combination of sound and color helped students convey emotions more vividly and understand others' expressions.

3.2 Through collaboration and sharing, students enhanced self-expression and empathy. By practicing active listening, they gained insights from peers and learned to respect others' emotions. These skills enhance communication and deepen empathy in real-life interactions.

VI. Evaluation

1. Teacher observation: Engagement level, emotional expression, creativity, and cooperation.

2. Peer evaluation: Participation, respect for others' feelings, and contribution to group work.

3. Self-reflection: Awareness of one's emotions and efforts to understand those of others.

VII. Appendix:

Appendix:

Worksheet

Lesson 8: Empathy (1)

Name: _____ Class: _____ Group Name: _____

Part One: Music and Emotion Reflection

1. The music we chose is: _____

2. The emotions this music evokes in us (select all that apply):

- ☐ Joyful
- ☐ Sad
- ☐ Exciting
- ☐ Calm
- ☐ Other (please describe): _____

3. colors and types of lines:

_____

_____

4. In team collaboration, how did I express my emotions while understanding others' feelings?

_____

_____

5. What did I learn from this activity?

_____

_____

Part Two: Self-Assessment

Rate your performance on a scale of 1-5 (1 = Needs Improvement, 5 = Excellent).

Evaluation Criteria	Rating (1-5)	Feedback/Improvement Suggestions
I contributed actively to group discussions and artwork.		
I listened to and respected my teammates' ideas.		
I expressed emotions effectively through visual art.		
I recognized and appreciated my teammates' emotions.		
I enjoyed the process of using music and art to express emotions.		

Part Three: Reflection and Discussion

1. What was the most interesting or surprising thing you learned today?

_____

_____

2. How did this activity help you better understand how others feel?

(e.g., "I noticed my friend felt sad when…" or "I learned to recognize different emotions through their artwork.")

_____

_____

3. How can we use empathy to improve our relationships in daily life?

_____

_____

Appendix:

Group discussion question sheet

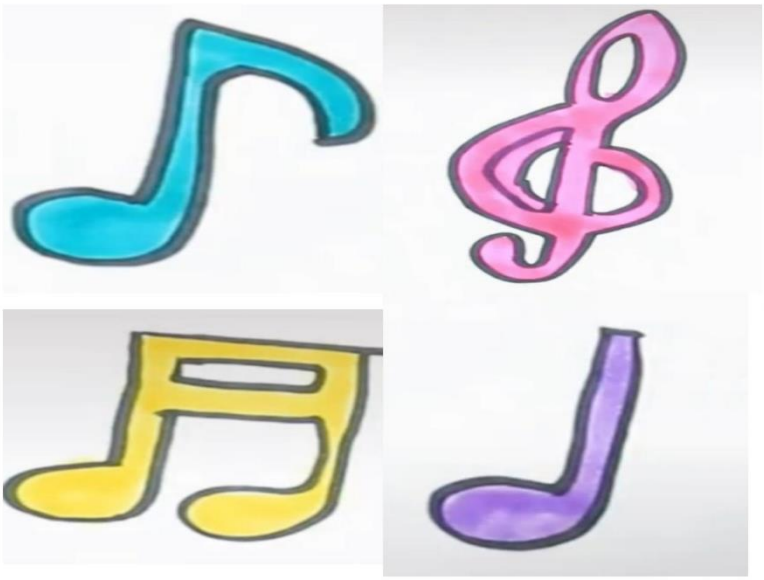
Discussion Topic:

1. What emotion does your music convey?

2. Why did you choose these colors and lines?

3. How did you assign roles within your team?

Appendix:



Experiential Learning Model for Enhancing Social Skills

Lesson 9: Empathy (2)

I. Concept

Music transcends language and directly connects with our emotions. By exploring the stories behind different musical pieces, students can enhance their self-expression, emotional awareness, and empathy. In this lesson, students will engage with emotionally expressive music to uncover its depth and meaning. Music fosters empathy by allowing listeners to experience emotions beyond their own. Through active listening, sharing, and storytelling, students will strengthen their emotional understanding, communication skills, and collaborative abilities. Integrating music and narrative, this lesson promotes emotional intelligence, inclusivity, and meaningful human connection.

II. Objective

1. To deepen emotional understanding through the exploration of musical narratives.

2. To enhance empathy by interpreting and sharing emotional experiences inspired by music.

III. Duration: 45 minutes

IV. Learning Materials

1. Music Resources
2. Background Stories of Music
3. Guiding Questions for Group Discussion
4. Worksheet

V. Learning Process

1. Lead-in

1.1 Emotional Engagement Through Music

The teacher plays an emotional piece (e.g., Beethoven's Moonlight Sonata) and asks students to listen with their eyes closed.

Guided Reflection:

A. What emotions did you feel while listening?

B. What images or stories came to your mind?

1.2 Introduction to Musical Narratives

The teacher shares the story behind Moonlight Sonata, noting how Beethoven's hearing loss influenced its emotional depth.

Follow-up question: Now that you know the story behind the music, has your understanding of it changed?

2. Learning Activities Process

2.1 Group Creation: My Musical Story

Each group chooses an expressive musical piece (classical, modern, or cultural).

Students collaboratively interpret its emotion and develop a short fictional or reflective story to match the music.

2.2 Sharing & Empathetic Dialogue

Groups present their story while the music plays.

Audience students respond with personal reflections:

A. Did their story change how you felt about the music?

B. What new emotions did you experience?

3. Conclusion

3.1 Through the combination of music and storytelling, we not only experience emotions but also enhance our empathy by understanding the stories behind others' creations. Learning to listen, understand, and connect with others' emotions is fundamental to building strong relationships and effective teamwork.

3.2 In this lesson, students deepened their understanding of the emotions and narratives embedded in music by listening to a variety of musical pieces. They explored how melody and rhythm convey emotions, gaining insight into the expressive power of music. Through group collaboration and sharing, students not only practiced articulating their own interpretations but also enhanced their empathy by listening to others' perspectives.

VI. Evaluation

1. Participation: Active engagement in listening, discussing, and collaborating.
2. Expression: Ability to articulate emotional interpretations through storytelling.
3. Empathy: Demonstrated understanding of diverse emotional perspectives.
4. Reflection: Thoughtful responses on personal growth and emotional awareness.

VII. Appendix:

Appendix:

Worksheet

Lesson 9: Empathy (2)

Name: _____ Class: _____ Group Name: _____

Part One: Music and Emotion Reflection

1. The music we chose is: _____

2. The emotions this music evokes in us (select all that apply):

- ☐ Joyful
- ☐ Sad
- ☐ Excited
- ☐ Lonely
- ☐ Other (please describe): _____

Part Two: Teamwork and Collaboration

- ☐ Excellent
- ☐ Good
- ☐ Average
- ☐ Needs Improvement

1. How well did we communicate and listen to one another during this activity?

_____

_____

2. What challenges did we encounter while working together? How did we overcome them?

_____

_____

Part Three: Self-Assessment

Rate your performance on a scale of 1-5 (1 = Needs Improvement, 5 = Excellent).

Evaluation Criteria	Rating (1-5)	Feedback/Improvement Suggestions
I actively contributed to my group's discussion and storytelling.		
I listened to my teammates and respected their ideas.		
I expressed emotions effectively through storytelling.		
I understood and appreciated my teammates' emotions.		

Part Four: Storytelling and Emotion Interpretation

1. Describe the story your group created based on the music.

_____

_____

_____

_____

2. What emotions were highlighted in your story? How did your group convey them through words and tone?

_____

_____

_____

_____

Part Five: Reflection and Discussion

1. What was the most interesting or surprising thing you learned today?

_____

_____

2. How did this activity help you better understand the emotions of others?

(e.g., I realized that my classmates felt deeply moved by the sadness in the music, and it helped me see things from their perspective.)

_____

_____

3. How can we use empathy in our daily lives to improve our relationships with others?

_____

_____

Appendix:

Group discussion question sheet

Discussion Topic:

1. What emotions did this music evoke in you?

2. Music can evoke a wide range of emotions. Could there be stories hidden within its melodies?

3. Now that you know the composer's story, has your perception of the music changed?

4. Did listening to others' stories change your emotions?

5. How can we better understand others?

Appendix:

22 月光曲

两百多年前，德国有个音乐家叫贝多芬，他谱写了许多著名的乐曲。其中有一首著名的钢琴曲叫《月光曲》[①]，传说是这样谱成的。

有一年秋天，贝多芬去各地旅行演出，来到莱茵河边的一个小镇上。一天夜晚，他在幽静的小路上散步，听到断断续续的钢琴声从一所茅屋里传出来，弹的正是他的曲子。

贝多芬走近茅屋，琴声忽然停了，屋子里有人在谈话。一个姑娘说："这首曲子多难弹哪！我只听别人弹过几遍，总是记不住该怎样弹，要是能听一听贝多芬自己是怎样弹的，那有多好哇！"一个男的说："是呀，可是音乐会的入场券太贵了，咱们又太穷。"姑娘说："哥哥，你别难过，我不过随便说说罢了。"

贝多芬听到这里，推开门，轻轻地走了进去。茅屋里点着一支蜡烛。在微弱的烛光下，男的正在做皮鞋。窗前有架旧钢琴，前面坐着一个十六七岁的姑娘，脸很清秀，可是眼睛失明了。

皮鞋匠看见进来个陌生人，站起来问："先生，您找谁？走错门了吧？"贝多芬说："不，我是来弹一首曲子给这位姑娘听的。"

姑娘连忙站起来让座。贝多芬坐在钢琴前面，弹起盲姑娘刚才弹的那首曲子。盲姑娘听得入了神，一曲弹完，她激动地说："弹得多纯熟哇！感情多深哪！您，您就是贝多芬先生吧？"

本文根据有关材料改写。

①《月光曲》即《月光奏鸣曲》或《月光》。

贝多芬没有回答，他问盲姑娘："您爱听吗？我再给您弹一首吧。"

一阵风把蜡烛吹灭了。月光照进窗子，茅屋里的一切好像披上了银纱，显得格外清幽。贝多芬望了望站在他身旁的兄妹俩，借着清幽的月光，按起了琴键。

皮鞋匠静静地听着。他好像面对着大海，月亮正从水天相接的地方升起来。微波粼粼的海面上，霎时间洒满了银光。月亮越升越高，穿过一缕一缕轻纱似的微云。忽然，海面上刮起了大风，卷起了巨浪。被月光照得雪亮的浪花，一个连一个朝着岸边涌过来……皮鞋匠看看妹妹，月光正照在她那恬静的脸上，照着她睁得大大的眼睛。她仿佛也看到了，看到了她从来没有看到过的景象，月光照耀下的波涛汹涌的大海。

兄妹俩被美妙的琴声陶醉了。等他们醒过神来，贝多芬早已离开了茅屋。他飞奔回客店，花了一夜工夫，把刚才弹的曲子——《月光曲》记录了下来。

Source: *Encountering Music*, Xiaohongshu ID: 467827191.

Experiential Learning Model for Enhancing Social Skills

Lesson 10: Self-Control (1)

I. Concept

Self-control is the ability to manage one's emotions, impulses, and behaviors in social situations. It involves staying calm during conflicts, handling setbacks, and using effective strategies to meet expectations. This lesson helps students recognize the importance of self-control in emotional regulation and decision-making. Through music, role-playing, and real-life scenarios, students practice managing emotions in challenging situations, such as dealing with frustration or peer conflicts. This hands-on approach empowers students to develop practical strategies and strengthen their self-control through experiential learning.

II. Objective

1. To develop self-control through perspective-taking and role-playing.
2. To practice emotional regulation strategies in real-life social situations.

III. Duration: 45 minutes

IV. Learning Materials

1. Music Materials in Different Styles

2. Emotion Cards

3. Role-Playing Scenarios for Self-Control

4. Worksheet

V. Learning Process

1. Lead-in

1.1 Understanding Self-Control

The teacher begins by asking:

"Have you ever done something you regretted because you lost control of your emotions—like yelling when you were angry or making a mistake because of anxiety?"

This reflection helps students recognize how emotions influence behavior.

1.2 Interactive Activity

The teacher displays emotion cards and prompts students to discuss:

A. How do different emotions affect our actions?

B. What strategies can we use to manage strong emotions and avoid negative outcomes?

2. Learning Activities Process

2.1 Scenario Experience and Role-Playing

Group Activity:

Students are divided into four groups, each receiving a scenario card.

They discuss their situation and choose background music that reflects

the scenario's emotional tone.

2.2 Application and Practice

2.2.1 Scenario Simulation

The teacher presents four scenarios:

- The Game Loss
- Waiting for a Turn
- Group Work Challenge
- Spilled Milk

Each group:

- Analyzes their scenario
- Identifies emotions and possible reactions
- Rehearses a role-play demonstrating self-control strategies
- Selects music that matches the emotional intensity

2.2.2 Group Discussion and Performance:

Groups take turns presenting their role-plays.

During presentations, other students observe and provide feedback.

After each role-play, groups reflect on:

A. What emotions were present?

B. How did they regulate those emotions?

C. What strategy worked best?

3. Conclusion

3.1 This lesson helped students develop emotional regulation and self-control

skills. Through music and role-playing, they explored different emotions and learned how to manage their feelings and behaviors under pressure. Students actively participated, demonstrating strong self-awareness and emotional management skills.

3.2 The lesson aimed to help students understand the importance of self-control in emotional management, learning, and social interactions. Through scenario simulations and role-playing, they recognized that self-control enables them to make rational and mature decisions in various situations. They also practiced strategies to stay calm and regulate emotions when facing challenges.

3.3 At the end of the lesson, students shared their experiences and discussed how to apply self-control techniques in daily life. This lesson not only enhanced their self-regulation skills but also laid a strong foundation for their future learning and social interactions.

VI. Evaluation

1. Observation: Participation, collaboration, and demonstration of self-control strategies in role-play.

2. Self-reflection: Ability to identify emotions and describe regulation techniques.

3. Application: Ability to transfer learned strategies to real-life scenarios.

VII. Appendix:

Appendix:

Worksheet

Lesson 10: Self-Control (1)

Name: _____ Class: _____ Group Name: _____

Part One: Emotional Awareness

1. What emotions did you experience during the activity? (Check all that apply)

☐ Anxiety

☐ Excitement

☐ Anger

☐ Happiness

☐ Other (please describe): _____

Part Two: Self-Control Strategies

1. What strategy did you use to manage your emotions?

_____

_____

2. What helpful techniques did you learn from your teammates?

_____

_____

Part Three: Self-Assessment

Rate your performance on a scale of 1-5 (1 = Needs Improvement, 5 = Excellent).

Evaluation Criteria	Rating (1-5)	Feedback/Improvement Suggestions
I actively participated in the role-playing activity.		
I was able to identify my emotions during the activity.		
I used appropriate self-control strategies.		
I listened to and learned from my teammates.		
I can apply what I learned in daily life.		

Part Four: Reflection and Discussion

1. What was the most valuable lesson you learned today?

_____

_____

2. How did this activity help you understand the importance of self-control?

(e.g., I learned how staying calm helped me speak kindly instead of yelling.)

_____

_____

3. What are some real-life situations where self-control is important?

_____

_____

Appendix:

Role-Playing Scenarios for Self-Control

Scenario 1: The Game Loss

Situation: You are playing a board game with your friends, and you are about to win. Suddenly, another player makes a move that causes you to lose. You feel frustrated and upset.

Role-Playing Questions:

- How do you feel at this moment?
- What can you do to calm yourself instead of getting angry?
- How can you respond in a way that keeps the game fun for everyone?

Scenario 2: Waiting for a Turn

Situation: You are in the playground, and there is only one swing available. Another student has been using it for a long time, and you really want a turn. You start to feel impatient.

Role-Playing Questions:

- How are you feeling?
- How can you politely ask for a turn instead of demanding it?
- How can you ask for a turn in a respectful way?

Scenario 3: Group Work Challenge

Situation: Your teacher assigns you to a group project with classmates. One of your group members keeps ignoring your ideas and talking over you. You feel annoyed and unheard.

Role-Playing Questions:

- How can you stay calm instead of getting angry?
- What are some polite ways to share your ideas?
- How can you make sure everyone in the group feels respected?

Scenario 4: Spilled Milk

Situation: At lunch, you accidentally spill your drink all over your desk. Some classmates laugh, and you feel embarrassed and frustrated.

Role-Playing Questions:

- How do you feel in this situation?
- What can you do to stay calm and not react angrily?
- How can you handle the situation in a responsible and positive way?

Experiential Learning Model for Enhancing Social Skills

Lesson 11: Self-Control (2)

I. Concept

Self-control is essential for effective teamwork. It enables individuals to regulate emotions, manage impulses, stay focused, and make rational decisions. In ensemble settings, students must maintain rhythm, actively listen, and coordinate with peers. This lesson uses musical ensemble training to cultivate practical self-control skills. Students explore how to manage emotional reactions, correct rhythm inconsistencies, and support team harmony. Through rhythm drills, instrument collaboration, and scenario simulations, students strengthen their ability to stay calm and work constructively in group settings—enhancing both musical and interpersonal skills.

II. Objective

1. To enhance concentration through focused rhythm-based exercises.
2. To build resilience against distractions and emotional triggers.
3. To develop self-discipline, time management, and cooperation through group ensemble activities.

III. Duration: 45 minutes

IV. Learning Materials

1. Music Materials
2. Musical Instruments
3. Audio Clips
4. Guiding Questions for Group Discussion
5. Worksheet
6. Metronome

V. Learning Process

1. **Lead-in**

The teacher plays a discordant ensemble recording (e.g., uncoordinated rhythm from multiple instruments). Students listen carefully and respond to guiding questions:

A. Why does this piece sound uncoordinated?

B. What happens when players ignore team rhythm and play independently?

C. What can we do individually to help the group improve?

Teacher transition to topic:

"A musical ensemble is like a team project. Without self-control, even talented individuals can disrupt the whole group.

1.1 Scenario Introduction

The teacher plays a discordant ensemble performance (e.g., each instrument playing randomly) and asks students to observe the issues.

Guiding Questions:

A. Why does this piece of music sound uncoordinated?

B. What happens if everyone plays at their own pace without considering the group?

C. How can we adjust ourselves in teamwork to improve overall performance?

Teacher introduces the topic:

"*A musical ensemble is like working on a team project——self-control is key to ensuring the team's success.*"

2. Learning Activities Process

2.1 Team Ensemble Training

2.1.1 Rhythm Control Training

Clapping Game–The teacher demonstrates rhythm patterns; students mimic and stay in sync.

Rhythm Relay–Each student continues the beat from the previous player, practicing listening and timing.

Self-Control Challenge–The teacher changes tempo or pauses unexpectedly; students must adjust calmly and focus.

2.1.2 Instrumental Ensemble Practice

Group Practice–Small groups use simple instruments and practice maintaining tempo without rushing or dragging.

Collaborative Ensemble–Students rotate as conductor; others follow.

Members may pause to suggest adjustments using respectful gestures.

The teacher observes group dynamics, provides rhythm feedback, and encourages constructive emotional responses when challenges arise.

2.1.3 Challenge Segment: Scenario Exercise

Provide students with an opportunity to practice emotional management and self-control in simulated conflict situations:

The teacher introduces an unexpected challenge (e.g., "One player is playing too fast" or "Someone forgets the rhythm.")

Students discuss in groups how to adjust the team rhythm while managing emotions, staying calm, and solving problems constructively.

Teacher's Summary & Reflection:

"*When we feel impatient or face challenges, how can we use self-control to keep our team performance smooth and successful?*"

3. Conclusion

3.1 Through this lesson, students practiced self-control in a team ensemble, learning to stay focused, manage emotions, and communicate effectively during collaboration. They experienced the importance of listening and coordination in teamwork and developed strategies to remain calm under pressure or disagreement.

3.2 This lesson not only enhanced their musical skills but also fostered team awareness, cooperation, and self-management abilities, laying a solid foundation for applying self-control in future learning and everyday life.

VI. Evaluation

1. Behavioral Observation: Can students maintain consistent rhythm and adapt calmly to changes?

2. Group Reflection: Do students understand the role of self-control in teamwork?

3. Written Reflection: Do students identify techniques used and how they can apply them in other contexts?

VII. Appendix:

Appendix:

Worksheet

Lesson 11: Self-Control (2)

Name: _____ Class: _____ Group Name: _____

Part One: Scenario Review

1. During the ensemble, did you need to adjust your rhythm or emotions? Describe what happened.

_____

_____

2. When the group rhythm broke or a conflict occurred, how did you respond and regain control?

_____

_____

Part Two: Application of Self-Control Techniques

1. What strategies did you use? (check all that apply)

☐ Taking deep breaths or pausing briefly to calm down

☐ Listening to team members' opinions instead of rushing to express my own

☐ Using gestures or eye contact to communicate instead of interrupting

☐ Adjusting my rhythm to better synchronize with the ensemble

☐ Other (please describe): _____

2. If you felt the urge to rush or slow down, how did you manage it?

_____

_____

Part Three: Teamwork and Self-Control

1. What was the most challenging part of the ensemble? Why?

_____

_____

2. What strategies helped you stay calm or focused?

_____

_____

Part Four: Application in Daily Life

1. In what daily situations can you apply these techniques? (e.g., group assignments, sports, disagreements)

_____

_____

2. How will you help your team succeed in future group tasks?

_____

_____

Appendix:

Group discussion question sheet

Discussion Topic:

1. Why does this piece of music sound uncoordinated?

2. What happens if everyone plays at their own pace without considering the group?

3. How can we adjust ourselves in teamwork to improve overall performance?

Experiential Learning Model for Enhancing Social Skills

Lesson 12: Closure

I. Concept

This final lesson helps students consolidate their learning of key social skills: collaboration, self-expression, responsibility, empathy, and self-control. Through group discussions, reflective exercises, and interactive simulations, students apply these skills in real-life contexts, enhancing their emotional awareness, communication, and teamwork. They reflect on their personal growth, recognize areas for improvement, and gain encouragement for continued development. By actively engaging in sharing experiences and perspectives, students strengthen their relationships and emotional intelligence, preparing them to navigate future challenges with maturity and confidence.

II. Objective

1. To promote self-awareness through structured reflection.
2. To reinforce key social skills through experiential application.
3. To encourage peer sharing and mutual feedback for continued growth.

III. Duration: 45 minutes

IV. Learning Materials

1. Piano
2. Cards for Rewards
3. Worksheet
4. Guiding Questions for Group Discussion

V. Learning Process

1. Lead-in

1.1 Guided Reflection

The teacher plays soft background music and invites students to close their eyes and reflect on a recent meaningful experience—such as a project, challenge, or friendship that is coming to an end.

Discussion prompts:

A. How do you feel when something ends?

B. What lessons have you learned from this experience?

C. How can you apply these lessons in the future?

2. Learning Activities Process

2.1 Knowledge Review & Group Discussion

Students are divided into small groups to explore the following questions:

A. What collaboration skills have you developed over the past few months? Can you share an example of how you applied them?

B. What does self-expression mean to you? How do you effectively communicate your thoughts and emotions?

C. How has responsibility influenced your participation in tasks or activities?

D. When facing a conflict, how do you use empathy to understand others' perspectives and emotions?

E. How do you practice self-control and stay calm when dealing with stress or challenges?

2.2 Reflection & Summary

2.2.1 Personal Reflection:

In small groups, students reflect on their learning experiences and write down key takeaways from developing social skills this semester.

Each group's leader shares their insights with the class.

2.2.2 Class Summary:

The teacher highlights key reflections, reinforcing the importance of collaboration, self-expression, responsibility, empathy, and self-control in both teamwork and personal growth.

Students are encouraged to apply these skills in their daily lives, strengthening relationships and fostering continued personal development.

2.3 Rewards & Encouragement

Each group writes heartfelt messages on cards and exchanges them with other groups to express gratitude and strengthen connections.

Volunteers are invited to share their reflections and describe how they plan to use these skills in future academic and social settings.

3. Conclusion

3.1 In this final lesson, students reflected on their personal growth and explored how to apply social skills beyond the classroom. Through meaningful discussions, sharing activities, and reflective writing, they gained insight into collaboration, expression, responsibility, empathy, and self-control.

3.2 By exchanging wish cards and hearing from peers, they experienced the value of connection and appreciation. Students are encouraged to carry these skills forward using them to build strong relationships, manage challenges, and continue developing as confident, empathetic individuals.

VI. Evaluation

1. Participation: Observed engagement in reflection, group discussion, and sharing activities

2. Insight: Quality of student reflections on social skill development

3. Application: Student ability to connect learned skills with real-life contexts in their worksheet

VII. Appendix:

Appendix:

Worksheet

Lesson 12: Closure

Name: _____ Class: _____ Group Name: _____

Part One: My Social Skills Review (Self-Assessment)

Please rate your social skills performance this semester using a scale of 1 to 5 (1 = Needs Improvement, 5 = Excellent).

Social Skills	Self-Rating (1 - 5)
Cooperation	
Assertion	
Responsibility	
Empathy	
Self-control	

Part Two: Group Discussion Task

1. Which skill helped you most this semester? (e.g., empathy helped me support a friend.)

Group Discussion Summary:

_____

_____

_____

_____

2. Which skill improved the most? How? (e.g., I became better at speaking up in group work.)

Group Discussion Summary:

_____

_____

_____

_____

3. How do you manage disagreements?

Group Discussion Summary:

_____

_____

_____

_____

4. Which skill still needs improvement? What's your plan?

Group Discussion Summary:

_____

_____

_____

Part Three: Scenario Challenges

1. Cooperation

Your team is working on a music collaboration task, but one teammate is reluctant to participate. How would you encourage them to join the team?

Group's Solution:

2. Assertion

During a class discussion, you have a great idea but feel nervous about speaking up. What would you do?

Group's Solution:

3. Responsibility

As the leader of a group, your task is to organize music for a class performance. However, some team members haven't completed their work on time. How would you handle this?

Group's Solution:

4. Empathy

Your friend seems very upset today. How would you show care and support?

Group's Solution:

_____

_____

5. Self-Control

During rehearsal, you made a mistake and felt nervous and frustrated. How would you manage your emotions?

Group's Solution:

_____

_____

Part Four: Reflection Message

Write one sentence summarizing what your group has learned or a message you'd like to leave for your future self.

_____

_____

_____

_____

Appendix:

Group discussion question sheet

Discussion Topic:

1. What collaboration skills have you developed over the past few months? Can you share an example of how you applied them?

2. What does self-expression mean to you? How do you effectively communicate your thoughts and emotions?

3. How has responsibility influenced your participation in tasks or activities?

4. When facing a conflict, how do you use empathy to understand others' perspectives and emotions?

5. How do you practice self-control and stay calm when dealing with stress or challenges?

Appendix:

VITA